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1

Health and Welfare Canada
Santé et Bien-être social Canada

Social Service Programs Branch
Direction générale des programmes de service social

February 24, 1984

Dear Reader:

Re: Foster Care Training Study Reports (May 31, 1983)
Second Printing Completed February 24, 1984

The Foster Care Training Study reports - Volume I and II are considered official departmental publications, and have been made available in both official languages. No more than 100 copies were requested for second printing. The Departmental Library Service Division have reference copies on hand. Volume III as you will note is considered a working document only. It would require occassional updating in order to maintain its relevancy. This matter will be discussed at the first National Meeting on Foster Care, March 27-29, 1984 in Ottawa.

Questions or comments in regards to the documents may be directed to Hélène Bates, Co-ordinator, National Foster Care Project, Room 913, Brooke Claxton Building, Tunney's Pasture, Ottawa, Ontario K1A 1B5, (Phone 613-995-3358).

Sincerely,

Jacques Patry

Jacques Patry
Director
Family and Children's Service
Division

BATES/ds

Canada

FINAL REPORT

VOLUME I
FOSTER CARE TRAINING STUDY
HEALTH AND WELFARE CANADA

PREPARED BY:
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SPECIAL CONSULTANT

MAY 31, 1983

GUIDE

THE FOSTER CARE TRAINING STUDY, PHASE II TERMINATES WITH THE PRESENTATION OF THE FOLLOWING DOCUMENTS:

VOLUME I: **FINAL REPORT**

- PART 1: INTRODUCTION
- PART 2: STUDY PROCESS AND FINDINGS
- PART 3: RECOMMENDATIONS

VOLUME II: **COMPENDIUM OF FOSTER CARE TRAINING INITIATIVES**

VOLUME III: **"FOSTER CARE PROGRAM AND TRAINING: AN OVERVIEW"**

- A COLLECTION OF REPORTS FOR EACH OF THE PROVINCES AND TERRITORIES.

MAY 31, 1983

ACKNOWLEDGEMENTS

The compilation of the first compendium of foster care training activities in Canada has been an enrichment and a privilege.

I am grateful to:

All the study participants who gave of their time and shared their views, especially - Phoebe and Leona, Gisèle, Joanne, Louise and Patricia, Jim, Len and Ross whose special blend of dynamism and commitment left me energised and enthused about the study;

Trudy and Jacques, Family and Children's Services Division for their personal support and positive encouragement during this endeavour;

The staff, National Welfare Grants, particularly Joan, Leo, Esther, Rob and Gilda who provided information and assistance, collegial support and the occasional opportunity to participate in tasks beyond those of the project itself;

User Information Services, Gilles and Marilyn in their continued support and on-going collaboration aimed at the development of an information system;

Krys, whose cheery willingness to help brought quick resolution to logistical problems, and, Mae, whose kindness was always appreciated.

Above all, ...

Many special thanks to Pat Denis, whose arrival February 3rd brought new impetus to the project. Pat's dedication, high calibre performance and patience during the editing, revision and preparation of final manuscripts made it possible to achieve the goals of Phase II in limited time.

PREFACE

Myths abound when we speak of foster care: myths of the economic, religious motivational factors of fostering; myths regarding the role and responsibility of foster parents; myths of children snatched from their parents and placed arbitrarily in foster homes; myths of social service agencies challenged by foster parent associations; myths of the Canadian foster care system swollen with children from other countries - a view of the Foster Parent Plan of Canada and Foster Care in Canada as one and the same ... a foster care system ridden with mythical hidden secrets and mythical crises.... Myths we live with and hope to dispel on each occasion that we meet and work with colleagues, foster parents, friends, and ordinary citizens.

This study addresses but one myth - that relatively little is happening in Canadian foster care programming and training.

This study is not a comparative analysis nor an exhaustive reporting of foster care programs and training initiatives. I would consider the former unwise and unfair given the following variances: service delivery models, historical development of foster care programs, profiles of children in care and fiscal support; the latter impossible given the time frame allocated.

Much is happening. The foster care thrust is evident - everywhere. It is evident in the seeds of discontent and frustration erupting in some social service systems; evident in major strategically planned conjoint movements which attempt to consolidate foster care standards and standardize training. Whether it be a provincial thrust or the spurts and sparks of a few concerned individuals, foster care is gaining increased recognition as a fundamental aspect of substitute child care service.

The Foster Parent Training Study conducted during the period October 12, 1982 to March 31, 1983, culminates with the first compilation of a national compendium of foster care training initiatives. For some, this exposé of current provincial and international activities will simply be welcomed data to add to their knowledge base; for others it may signal a whole new awareness that Canadians and others elsewhere are struggling with similar issues.

The Foster Care Training Study is not intended to seek verification of whether or not training guarantees success. It does nonetheless accept the premise that foster parents report a growing sense of competence and that although 'not a panacea, care givers and social workers are better prepared and can conduct better monitoring if training takes place.'[1]

Neither is the study intended to proceed as a scientific study or research project but rather as an initial survey of some of the major training program activities being carried out.

Commentaries emphasizing the lesser or greater effectiveness of any particular training or service delivery model are excluded. The readers are left to draw their own interpretations and conclusions from a personal review of training models and materials identified.

The conclusions cited are the collective views and suggestions of study participants and should not be interpreted as "federal meddling" in provincially mandated programs. Final recommendations were formulated from the analysis of commonalities of all recommendations made.

The inventory or compendium of training programs represents the consolidation of a range of models currently in place across Canada. Major training programs available in the United States are highlighted as are happenings in Great Britian.

Within the collection of summaries entitled: "Foster Care Program and Training: An Overview," attempts were made to maintain a consistent format; where there are changes, it is done to preserve the uniqueness of each program and the authenticity of discussions held with the study participants.

Any errors, omissions, misinterpretations are the responsibility of the author.

The study points towards the necessity for greater formalized collaboration amongst federal, interprovincial- territorial parties concerned with Foster Care. It is hoped that the survey strengthens and facilitates exchange amongst persons involved in the development and evaluation of foster care programming and training.

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ABBREVIATIONS

C.W.L.A.	-	Child Welfare League of America
E.M.U.	-	Eastern Michigan University
F. & C.S.D.	-	Family and Children's Services Division, Health and Welfare
NOVA	-	NOVA University Foster Parent Training Project, Florida
B.C.F.F.P.A.	-	British Columbia Federation of Foster Parent Associations
F.P.A.O.	-	Foster Parent Association of Ontario
F.C.E.P.	-	Foster Care Education Project (England)
M.C.S.S.	-	Ministry of Community and Social Services
U.K.	-	United Kingdom

PART I. INTRODUCTION

1.1 AN INTERNATIONAL PERSPECTIVE

Foster care in general is not without an abundance of past and present research literature. Our Canadian libraries are repleat with research literature and reports on all facets of foster care: motivational theories, recruitment and assessment methodologies, research on roles, separation and attachment, research on determinants of success in foster care, alternate care models, etc. Albeit, little of it is "Canadian" content. Fortunately, Canadian foster care circles have been able to rely on the research and development primarily of the United States and Great Britian.

Fifteen years ago Dinnage and Pringle urged the need for more and better research to assess the long-term effects of "fosterization."[2] Four years have lapsed since Prosser's statement that "surprisingly little is known about the characteristics and circumstances of children in foster care" and that "where training schemes have been implemented they tend to be associated with special programs to foster handicapped and disturbed children ... more generalized training courses are not available to the majority of foster parents."[3]

In 1978, foster care was said to be in a period of transition as leglislative reform, innovations and experimentation in placement alternatives were taking place. The need for and growth of foster parent groups emerged (Ball and Bailey, 1969, Rich 1968). New social networks of foster parents sprang up either self-sustained, supported or opposed by agencies.

The concept of the foster parent as "professional caretaker,"[4] "quasi-professional" (Goldstein, 1967) and "foster parenting as a career" (Fanshel, 1970) was touted by some and questioned by others (Rosenblum, 1980).

Training became recognized as an inherent ingredient of foster care service. Many spoke on the need for training - Reistroffer, 1968; Stone, 1969; Adamson, 1973; Quick, Dally, 1974; Hepworth, 1980.

And so, one may ask: Where are we now? What progress has been made? The answer may be relative. Within the same social service system while some individuals might identify an evolution and progression in each facet of foster care others may feel that nothing has changed! Reality in Canada impresses that one can find attitudes, approaches and practices on all points of the foster care continuum. Foster care is in transition almost everywhere.

Canada is beginning to conduct its own research into the issues and concerns surrounding Canadian foster care.

In 1979 the Canadian Commission for International Year of the Child and a later report by members of Parliament on "Federal Action for Canada's Children," both recommended the creation of a central agency for the integration and coordination of services to children and families. The recommendations unfortunately, proved unsuccessful. Despite this, there continues to be a great demand from a variety of sectors for centralized clearinghouses of information related to a variety of program areas.

We Canadians sometimes look with envy at an organization such as the National Children's Bureau of Great Britian, which represents a centralized depot of information and provides national advocacy on behalf of children and "the family". With regard to foster care we may feel years behind an organization like the Child Welfare League of America who in 1974 conducted a national search for foster care materials, current training and programs. Residential programs, which offered formal courses for child care workers, were reviewed for the purpose of verifying if some were extended to foster parents. Schools of social work providing extension courses to para-professionals in foster care were identified. The feasibility of providing foster parent training through adult education networks was explored. In the process, the Child Welfare League of America established itself as a foster care training model which has been repeatedly used and adapted internationally.

We may also be envious of the recently formed Foster Parent Education Network - linked from coast to coast in the U.S. through a system of formalized meetings and through its newsletter "IMPACT" - spearheaded by the National Foster Care Education Project, Eastern Michigan University. Do we stand back in awe and dream of the possibility of having a similar mechanism of communication here? Can we consciously take action to make it happen in Canada?

1.2 A CANADIAN PERSPECTIVE

When thinking of an organization such as Health and Welfare Canada, some of us imagine it as a receptacle whereby information pours in from a variety of public and private agencies ... a receptacle from which one can obtain an array of services and resources. Some even envisage a massive repository with an elaborate automated system which spews out all that it has collected, sorted and stored in its memory bank. It may be so with a number of programs within the Health and Welfare bureaucracy. It is not so with foster care.

Presently the information gathering and dissemination mechanisms addressing foster care issues in Canada are neither formalized, nor efficient. Information may be available from a variety of sources ranging from: scattered topical files in Family and Children's Services Division; odd informational items from press clippings, general child welfare statistics in User Information Services; literature acquisitions in the main library; policy/standards manuals, legislative statutes and foster care rate scales in the Legislative Library; and, various reports, studies and publications in the Resource Centre and central file system. Separate and explicit dossiers on provincial/territorial foster care programs have been non-existent to date. In short, information retrieval is a laborious process!

1.3 BACKGROUND

The Family and Children's Services Division, Social Services Programs Directorate of Health and Welfare Canada was not always able to respond to inquiries for information on child welfare issues. In 1980/81 steps were taken to ameliorate this situation. The first was the creation of a Clearinghouse on Family Violence and Child Abuse. The second focus was on foster care.

In September 1981, the Family and Children's Service Division, Health and Welfare, notified directors of Child Welfare across Canada of its intention to compile a concise, comprehensive information package on specialized training concerning child abuse and on specialized training for foster parents.

WHY A CONCENTRATION ON FOSTER CARE TRAINING?

It seemed that issues like the development of standards and procedures, changing needs in service delivery systems, remuneration to foster parents, alternatives to residential care, and support programs for staff and foster parents were linked by one common thread - training needs.

Program analyst, Jane Clark, was assigned the task of surveying the provincial child welfare systems for information related to foster parent training - i.e., formulating questionnaires, reviewing responses and compiling the data in usable form. Directors of Child Welfare received the questionnaires and were asked to forward these to the appropriate staff person for completion.

In March 1982, a draft report - Provincial Training Programs for Foster Parents was prepared. Since the responses had been varied, broad generalized information was gathered together, using the questionnaire as reporting format.

The draft report was filed as an internal document. It later acted as a reference point when several months later, as time, funding and personnel became available, the Division continued in its pursuit to complete the intended information package and follow-up with the provinces and territorities.

Essentially, more functional information was required if an information package were to be helpful to potential users....

- How were training programs developed and planned - what formal structures were in place - who specifically participated and at what level of service delivery and management?

- What factors influenced agencies in providing mandatory programs?

- How involved were foster parent associations? What were the general characteristics of foster parents requiring training?

- Were foster care workers involved in planning and field testing curricula? What of their needs to become more familiar with foster care issues?

- What specific training curricula and materials were utilized - modules, kits, manuals, reference literature, audio visuals?

- Who were course leaders and what approaches were utilized?

- What were impediments to development?

- How did the profile of children in care influence direction of training program?

- What were current priorities in each foster care system?

- What were the major training models adapted?

- What could be done nationally to enhance and support foster care?

PART 2. FINAL REPORT: FOSTER CARE TRAINING STUDY PHASE II

2.1 CONTRACT PROPOSAL

A formal proposal - Foster Parent Training Study - Phase II (a study of training materials used in programs) was submitted September 29, 1982, in response to a request by the Family and Children's Service Division to conduct more extensive research on foster care training.

The Director, Jacques Patry, supported the implementation of the proposal under the direction of T. Usher, Consultant, Child Welfare and Youth. Dr. E.M. Murphy, Assistant Deputy Minister gave final approval for a contract to commence October 12, 1982, and end March 31, 1983.

The study was termed - Foster Parent Training Study - Phase II; it was later changed to Foster Care Training Study to more clearly reflect its focus.

In its duration the study employed one special consultant (researcher) and a full time secretary (beginning February 3, 1983).

The study was extended April 1 to May 31 to allow for the completion of reports and final presentation of documents and survey results.

2.2 TERMS OF REFERENCE

- Identify key contact persons in each province and facilitate an inter-provincial/territorial flow of information.
- Collect specific materials available for foster care training.
- Undertake a review of literature pertaining to foster care training.
- Identify and obtain similar relevant materials available from other countries, i.e., Great Britian and the United States.
- Identify trends, initiatives, and priorities in the development or design of training modules and materials; identify factors which affect the development and delivery of training programs.
- Compile an inventory of programs and training materials to be utilized as a reference source.
- Report the findings and make formal recommendations on the role of the federal government in the development of a comprehensive foster care system which would meet the needs of Canadian children.
- Provide formal follow up and feedback to survey participants.

2.3 PROJECTED OUTCOMES

Two major outcomes were forecasted:

- o An inventory of training programs and materials available in Canada and elsewhere.
- o A series of recommendations on priority areas in foster care training and possible role of F. & C.S.D. in this area.

A third objective seemed critical:

- o The need to compile a separate concise dossier of information on foster care for each of the provinces and territories.

It soon became evident to the author upon commencement of the study, that summarized information on foster care, specific to any province/territory, was not available centrally. The need for basic condensed information was considered essential. It would form the basis of preparation for discussions and provide an understanding of service delivery in each province/territory. It would act as a reference document for officials and colleagues in the Social Services Directorate providing a consolidated record of information and assisting them to respond to inquiries. Lastly, it would put in perspective the training component in foster care programming and assist study participants (recipients of the final report and inventory) to assess the potential adaptation of training models to their own system.

2.4 CONCEPTUAL FRAMEWORK

Training can be viewed in its formal sense. It can be seen as informal group discussion, incidental learning, as pre-service orientation, or as particularized training. The inter-relationship of terms - education and development implies enrichment and because of their connotation they tend to be used interchangeably with training.

"Training" according to Webster constitutes "an element of a series of parts." Foster care training cannot be viewed in isolation of the series of the many parts of foster care if an effective system is desired. Training impacts and is influenced by standards and practices in foster care, the development of alternate care models, adoption and protection services.

The provision of training raises implications with regard to rate structures (regular and special care), involvement with other community adult education programming, and, since foster parents are first and foremost "families" there is a question of its alignment with other family support programs. Since the goal of training is to enhance the quality of care for children, it necessitates a look at recruitment and orientation mechanisms, education for general public awareness, as well as a type of preparatory activities for foster parents receiving a child in the home.

Lastly, training concerns itself with teaching and practising care skills. It involves knowledge of adult training techniques and adult learning models. Just as importantly it has a dual target group - social service staff and foster parents.

2.5 METHODOLOGY

2.5.1 Preparatory research:

Prior to conducting interviews with key persons, preliminary research of available literature and materials was conducted shortly preceeding each series of scheduled interviews. The information search centered on gaining an understanding of the broad basis of each social service delivery system, keying into information specifically related to foster care.

- o A search of files in the National Welfare Grants Division and discussions with appropriate regional consultants revealed past, current and potential research or demonstration projects funded or being considered for funding.

- o A review of available provincial/territorial statutes on child welfare, Hansard Reports, and child welfare program manuals provided the broad legislative base and in some cases philosophy of services to children and families.

- o An exploration of User Services data center produced additional but widely assorted information bits and pieces (press clippings, annual reports and statistical data).

- o A request for a literature search from the main library was initiated; data bases tapped were: NCFR, ERIC, OONL, and CODOC. (Appendix A) Periodicals, research reports and books of a more general foster care nature and those specific to foster care training in the United States were perused as time permitted throughout the study period.

- o Regular contact with T. Usher, Consultant, Child Welfare and Youth provided additional information on current issues in child welfare and the opportunity to extract foster care materials from her library acquisitions.

- o A review of notes provided by Philip Hepworth provided additional background information on services to children in care.

2.5.2 Selection of study participants:

Given the allocated time frame and travel budget, the following criteria for selection were applied:

- o Participants should legimately represent the foster care system of the province/territory.

- Participants should have extensive knowledge of events and activities conducted locally, regionally and provincially.

- Participants should be involved or associated in some way with the planning and developmental process of the foster care program.

- Participants should be official spokespersons able to state facts, suggestions, and opinions vis-à-vis current needs and future objectives in foster care training or general foster care programming.

- Participants (if not involved with any of the above) should officially represent a group, association, or organization which has vested interest in services to child in care.

The individuals meeting these criteria were primarily provincial social service foster care program coordinators, and official representatives of foster parent associations. The Canadian Foster Parent Association too, was an entity which needed to be considered.

2.5.3 Development of survey instrument:

The completion of another questionnaire was not considered advantageous. Given the limited time line, and given an understanding and appreciation for the myriad of operational priorities normally confronted by foster care coordinators, and program supervisors, a strategy that would maximize collecting extensive information in a short concentrated period of time was thought more suitable. The method of personal interviews focussed on specific topics for discussion was adopted.

A one-page discussion guideline was formulated to obtain specific information on training program design and delivery. (Appendix B)

In addition, a separate listing of key questions was developed for guiding two major sets of interviews for key areas explored with provincial coordinators and with representatives of provincial foster parent associations. (Appendix C)

The survey and collection of information for the U.S.A. and Great Britian were in the form of a general letter of inquiry to the National Children's Bureau and National Foster Care Association (England) and Eastern Michigan University. Telephone contacts were held with NOVA and C.W.L.A.

2.5.4 Development of inventory format:

An initial format was drafted for the inventory report and was adapted to the compendium produced.

2.5.5 Initial contact with study participants:

A letter was forwarded to all senior officials (directors) of child welfare in each of the provinces and territories, alerting them to the development of the second phase of the study on foster parent training. (Appendix D)

Subsequently, and in some cases simultaneously, letters and telephone contacts with provincial foster care coordinators introduced them to the purpose and goals of Phase II.

Requests for interview time were made, and, provincial coordinators were asked to refer or invite representatives from provincial foster parent associations, or other interested individuals for separate and conjoint group interviews.

2.5.6 Organization of site interviews:

Five block stages were scheduled in an attempt to accommodate all participants. Schedules (in some cases) were adjusted as circumstances dictated.

- November 1982 - December 1982: British Columbia, Yukon, Alberta, Northwest Territories, Manitoba.
- December 1982: Quebec, Ontario.
- January 1983: New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland.
- February 1983: Manitoba, Saskatchewan.
- March 1983: Ontario.

2.5.7 Collection and consolidation of materials:

Throughout the interview stages many program materials were collected: foster care program manuals, program brochures, foster parent manuals, newsletters, training packages or manuals, study reports and from other collatoral materials. Information from the preliminary research, and collected materials were reviewed and incorporated with interview notes when compiling draft summary reports on each of the separate foster care programs.

The first draft of the summary reports entitled "Foster Parent Training: An Overview" were forwarded to the key study participants for their critiquing and feedback.

Final reports entitled "Foster Care Program and Training: An Overview" were completed following more editing and revision incorporating comments and changes reflected by study participants where and when necessary.

A relatively consistent reporting format for the twelve final provincial/territorial summaries was used.

Training packages, training manuals, reference booklets were recorded and catologued under one separate Foster Care Acquisitions Section for the Family and Children's Services Division.

2.5.8 Accountability:

Formal, regular reports kept the Consultant, Child Welfare and Youth, up to date with the progression of the study and with emerging general issues, trends and needs identified.

Study participants and senior officals of Child Welfare received follow-up correspondence following the interviews and again a letter providing a brief status up-date on the study in the latter part of March. (Appendix E)

2.6 SURVEY RESULTS

2.6.1 Study participants surveyed:

A total of 112 study participants were contacted:

- o 12 provincial foster care coordinators.
- o 19 executive committee members of 10 foster parent associations (provincial and C.F.P.A.) and 5 foster parents.
- o 3 salaried association coordinators (Quebec and British Columbia).
- o 21 provincial government social service personnel (field staff, regional coordinators, program supervisors, staff development officers).
- o 15 child care agency personnel (executive directors, program managers, foster care trainers, coordinators)
- o "others" - private consultants, managers, resource consultants and interested persons.

See listing of study participants - Appendix F.

2.6.3 Acquisition and cataloguing of resource materials:

Over one hundred documents (manuals, reference books, booklets and articles were collected:

- o 36 training manuals (E.M.U., C.W.L.A., NOVA, B.C., Alta., N.B. and Ont.)
- o 30 (approx.) reference reports, studies, booklets, etc.
- o 36 publications/extracts from literature search (reviewed and collected, not annotated).

2.6.4 Feedback from study participants:

Approximately half the respondents returned written critiques on the initial draft summary; the remaining gave verbal feedback over the phone.

Each of the 12 provincial/territorial foster care coordinators and 6 provincial foster parent associations gave formal feedback on the draft summaries prepared. Responses flowed in starting February 17, 1983; the last response was received on May 16, 1983.

2.7 STUDY FINDINGS ON TRAINING PROGRAMS

2.7.1 Receptivity to the study.

Many provinces (e.g., Nova Scotia, Prince Edward Island, New Brunswick, Ontario, Saskatchewan, Alberta and British Columbia) have to varying degrees in the past, conducted their own searches for a variety of materials on foster care in Canada and in the United States. Most participants were more familiar with the major foster care training programs available in the United States than of those in existence in Canada.

Although creation of the study was influenced by requests from directors of Child Welfare, a few study participants seemed rather uncertain and in some cases suspicious of the federal role in a study of this nature. Once participants gained a better understanding of the purpose and objectives of the study, none appeared reluctant to participate. Foster parent association representatives appeared delighted to have been involved in the process.

There appeared to be a willing eagerness to share with others and know more about programs in Canada.

All voiced a desire to have the findings of the study distributed to them, adding that the activities of the study would allow some provinces to avoid duplication of effort in keeping updated with current foster care happenings in Canada and the United States. There was a hope that future information collection would be expanded to other vital areas of interest in foster care such as program standards, rate structures and alternate care programming.

Participants tackling developmental issues similar to their counterparts elsewhere voiced appreciation for the referrals and consultation made during the study process.

2.7.2 "Partnership" concept in foster care:

The "team" or "partnership" concept is a principle upheld by both participating groups interviewed. In each case, however, association and social service representatives were quick to point out that in practice the concept is not as universally accepted by foster parents, social workers and social service supervisory personnel alike.

Foster care standards manuals in Quebec, Nova Scotia, Saskatchewan, British Columbia, Alberta Ontario ("Proposed Standards") and Manitoba - address the partnership, collegial/ team approach to case planning and stipulate the need to designate social work staff to be actively involved in the formation and development of foster care associations.

2.7.3 Foster care orientation and training standards:

Expectations and guidelines on orientation and training in the foster care standards manuals are sometimes outlined:

- Nova Scotia's standards manual emphasizes the responsibility of agencies in providing orientation and on-going sequential group education for foster parents. It further suggests that foster parents receive certificates which recognize their participation in educational programs. Foster parent orientation or in-service training is not mandatory in either child care agencies or departmental district offices.

- Quebec's manual stresses that orientation and training programs for foster parents need to be offered although none are mandatory at this time.

- The Family Services Manual in Saskatchewan suggests that while there is no established policy (to date) with respect to foster parent training, it is expected that every region will have formal training programs for foster parent applicants and for regular foster parents.

- In British Columbia pre-service orientation is required by policy but is not always mandatory. In only two regions a policy on mandatory orientation prior to approval been established.

- In Manitoba, whereas the Children's Foster Care Services - draft standards 1981, outline the expectations of the child care agency in providing assessment, approval, orientation and training, mandatory training programs are not in place at this time.

- Ontario's "Proposed Standards and Guidelines for Agencies Placing Children in Foster Care" provide the framework and suggested methods for supporting and training foster parents. Mandatory pre-service orientation is in vogue in Metro Toronto Children's Aid Society, Family and Children's Services of Niagara Region, and Renfrew C.A.S. - a sampling of agencies surveyed.

- o The Child Welfare Programs Manual (Alberta) states that foster parent orientation is compulsory within the first three months of being formally approved.

- o Fredericton Region is presently the only area in the province of New Brunswick to have implemented mandatory orientation prior to approval. The development of a separate foster care standards manual is now under consideration in New Brunswick.

In summary, mandatory orientation programs are not widespread. They occur in - two regions of B.C., in the province of Alberta as a whole, in Metro Toronto, Niagara region and Renfrew and in Fredericton. Mandatory in-service training in other than the specialized alternate care programs (e.g. Parent Counsellor, Parent Therapist) is not in practice.

In whatever fashion it is addressed, foster care training is still thought of as a "creaming process" - social service systems everywhere still struggle with enducing foster parents (prospective, newly approved and experienced) to attend workshops and group sessions.

2.7.4 Adaptation of training models:

It is clear that three major American models have influenced the Canadian scene - Eastern Michigan University, NOVA University and C.W.L.A. These training packages are being adapted and utilized in many areas across Canada. In some cases materials are purchased in totality or in part.

Both Eastern Michigan University and NOVA training instructors have been contracted by several agencies (e.g., Family and Children's Services of Niagara Region, C.A.S. of Kenora) and provincial systems (e.g., Nova Scotia) to conduct specific training, and/or to assist in the development of foster care training systems.

Where training programs have been developed on an ad hoc regional basis, these same models have been adapted or combined with others like - Train the Trainer, P.E.T. and S.T.E.P.

Generally, the "network" planning and organizational principles promulgated by the E.M.U., NOVA and C.W.L.A. models have been adapted here and incidentally, in England. These same models have as a strong base a <u>commitment to teamwork</u> involving: foster parent associations, staff development persons, program

managers, appropriate community college/university personnel and specialized resources. Another interesting model is the California Community Colleges - Foster Parent Training Project which expanded its network to include licensed and regular family day homes (day care) in the delivery of their programs during 1974-1979.

2.7.5 Standardized orientation programs and linkage with a generic system:

Where a strong matrix of networking - i.e., joint working committees at all service delivery levels, has been established between the social service system, the foster parent association the community college or university systems such as - in Quebec, British Columbia and Alberta - formalized and standardized orientation programs are fast becoming a reality.

- In Alberta - a **Basic Orientation Handbook** was designed and completed in September, 1982, by regional foster parent training coordinators. The Orientation Handbook is designed to comprehensively address 13 separate topical issues. Each section is accompanied by a resource guide inclusive of discussion questions and exercises, suggested handouts and films, a bibliography as well as suggested adult teaching techniques. Implementation of mandatory orientation within the first three months of approval is underway.

- Quebec, and British Columbia each have established a strong joint committee network. Both are near reaching their objectives to develop a standard curriculum for foster care orientation which, as a basic training package can be adapted flexibly by local or regional social service systems and foster parent associations.

Integration with a generic system (the CEGEP or community college) for planning, developing and implementing a standardized curriculum has (as early as 1981) taken effect in the three aforementioned provinces and is now being recommended in Saskatchewan.

- New Brunswick community college, although not implicated in the development or delivery of training has been offering certification for courses delivered through the social service system since 1979.

- Of the Ontario sampling, Metro Toronto Children's Aid Society and its Foster Parent Association are closely linked with George Brown Community College in the referral and certification of foster parents. Likewise, the Family and Children's Services of Oxford County is now contemplating approaching a community nearby for similar assistance.

2.7.6 General focus of orientation programs:

Orientation courses tend to be offered in a series of sequential modules, particularly where orientation is a mandatory requirement. Multi-unit modules appear to be used more extensively where the agency has no systematically planned orientation process, in which case, the workshop or group session is regarded as both - orientation and in-service.

Methods of instruction and program design vary considerably. In cases where the process is not standardized, materials are gathered together by interested individuals and an informal session is held; handouts may be given to participants. Where it is more formalized, instructors, trainers or leaders formally draft an outline, objectives and teaching techniques for each session and aim towards specific goals. Nova Scotia for example, has a provincial requirement whereby the agency is to maintain a report on educational programs planned, along with attendance records.

Generally the format is kept simple - a presentation or lecture, audio visual presentation, question and answer period or panel discussion.

Teaching approaches also vary depending on the background and skill level of the trainer or leader. Adult learning principles are being considered essential and are incorporated in the planning curricula especially where formal joint working committees have been formed with the objective of eventually standardizing programs intraprovincially.

Session leaders generally tend to be foster care workers or a staff team; in very few cases are experienced foster parents invited to co-lead, and in such cases are required to have specialized experience or have undertaken a leadership or 'train the trainer' course. In Quebec instruction is by community college personnel.

Orientation topics cover a broad spectrum of salient issues. Example:

- Human growth and development.
- Child Management (discipline, behavior management, parent effectiveness training, or téchniques d'interventions préventive or éducationelle).
- Foster parent roles, responsibilities and expectations.
- Separation trauma and the natural family (the grieving process).

- o Foster parent and the agency (role of the social worker).
- o Types of children in care.
- o Effects of introducing a foster child on the existing and future family dynamics.
- o Legal responsibilities and program policies.
- o Role of the Foster Parent Association.

Many jurisdictions have utilized E.M.U. - Issues in Fostering or C.W.L.A. - Introduction to Fostering as a basic reference or leader's guide. In some cases the material is used extensively and in others it is adapted and changed to reflect the regional needs and agency philosophy.

Popular and frequently used films seem to be mainly: Somebody Talk to Me (five foster children speak) and Don't Condemn Me Until You Know Me (five natural parents speak) both produced by C.W.L.A.

Articles which have appeared frequently as handouts or in articles used by foster parent association newsletters and foster parent manuals in guiding new foster families are:

- o Only People Cry - a story by Alice Winter and,
- o The Foster Child's Three Sets of Parents by Mary Riestroffer.

Audio visuals (films) developed by Canadians, with Canadian content have been used frequently:

- o The Foster Care Program (Le Programme de placement d'accueil) - New Brunswick.
- o Parents for Awhile - Alberta.
- o Quelque part ... en attendant - Quebec.

2.7.7 In-service training activities:

Often educational opportunities depend on staff interest and initiative and on availability of support resources. Whether on an individual basis (during the foster home study or supervision process), or on a group basis (pre-service sessions), or, in a highly sophisticated fashion (teleseries) - a process of training is evident, if not completely satisfactory to program planners and foster parents themselves.

Generally the same observations regarding design, delivery and trainers in orientation programs apply to in-service training programs.

In-service programs in Canada typically address topics such as:

- Practical Issues in Fostering.
- Dealing With Lying, Stealing and Destructiveness.
- Leadership Training Courses.
- Childhood Sexual Expression, Guiding Sexual Development of the Foster Child.
- Our Kids and Alcohol and How to Deal With It.
- Work With Natural Families
- Children with Learning Disabilities
- Foster Parent Insurance and the Court
- Cross-Cultural Education
- Teenage Motherhood, Fostering the Teen.
- The Family Talks About Sex
- Early Intervention and Fetal Alcohol Syndrome
- Child Abuse
- Buckle-up program (child restraints) and Dangerous Products.

A variety of other training models and methods are offered:

- Train the trainer model has been adapted in jurisdictions such as Alberta (Edmonton and Calgary). New Brunswick has used this model as its major training thrust, since 1979? It is held once or twice a year based on regional needs. The program is designed to achieve consistent use of training modules intra-provincially, i.e., the human resource development officer remains the key or master trainer thus assuring a greater continuity and consistency with training program delivery. Occasionally social workers and key foster parents have been involved as co-trainers. In Prince Edward Island the coordinator, children in care and the staff development officer in the Department of Social Services have just developed four

modules using Train the Trainer format. The Faculty of Education at the University of Regina (in early 1983) was engaged in a unique train the trainer program for one graduate student who was taught how to train a foster parent support group.

- In the Northwest Territories, staff development courses and courses for foster parents are made available periodically through activities like - the Statutory Appointment Workshop for new child welfare workers, a child care course - offered through the University of Victoria Extension Division, a course on Differential Discipline (University of Lethbridge). Various courses on - Guiding Behaviour, Nutrition and Fetal Alcohol Syndrome are made available through the Association for Adults and Children with Learning Disabilities of Yellowknife.

- In Saskatchewan and Alberta, the American Humane Society has been contracted by the social service departments to provide training courses to child welfare and child protection staff. These programs, however, are not deisgned to highlight specific foster care dynamics.

- A three-part teleseries of one-hour programs provides learning opportunities for foster parents and professionals working in foster care in all parts of British Columbia. This major training event was produced and initiated by the Joint Foster Care Training Committee of British Columbia in May 1982, utilizing the live interactive satellite transmission capability of the Knowledge Network (KNOW). Local training events incorporating the TV broadcasts were organized and promoted at most KNOW receiving centers throughout the province. A part of each program was devoted to receiving live interactive feedback from the various participating community centers. Each interested center was provided with related resource material in advance of the teleseries. This material could form the basis of discussion for local groups receiving the sessions. Lists of local contact people from each of the M.H.R., B.C.F.F.P.A. and Continuing Education in colleges and school districts were distributed to everyone, encouraging them to work together to organize and promote local training events around the telecasts.

  - The first series developed was entitled "Effects of Separation and Emerging Behaviours."

- A second teleseries was broadcast in the fall 1982, on the theme "Responding to Behaviors of Foster Children."

- A third series is under development presently entitled "Fostering the Sexually Abused Child."

- The teleseries are taped and are available for use by foster parents, ministry staff, and colleges through British Columbia.

o A training course entitled "Effective Parenting for Foster Parents" which incorporates Dreiker's behavior modification, theory that of Dorothy Briggs (Your Child's Self-Esteem) and the Parent Effectiveness Training Model, was developed by The Children's Aid Society of Ottawa.

o Metro Toronto Children's Aid Society offers a regular program utilizing the T.R.U.S.T. package and offers numerous other programs.

It is also important to remember that where alternate care programs have been in existence, i.e., foster parent cluster groups (Family and Children's Services of Oxford County, Ontario), the Chedoke McMaster Parent Therapist Program (Hamilton, Ontario) and the Parent Counsellor Program (Alberta) - all such programs have a basic training component.

For additional detail on the variety of training activities of localized programs it is suggested that review of Volume III be made.

2.7.8 Orientation and training program evaluation:

On the whole when in-service training programs are offered evaluation takes place after each of the workshop sessions. These evaluations are reviewed by the program planners and appropriate changes are made to the programming schedules or design.

More specifically, however, Alberta, who has instituted the Basic Orientation Handbook, utilizes a system of informal and formal evaluation user feedback to regional foster parent training coordinators. Coordinators then report the feedback to the joint provincial committee who monitors, revises and updates the information accordingly.

The Resource Catalogue developed in British Columbia incorporates a tearout "Input - Feedback Sheet." Feedback is given through the network - Ministry staff and regional councils;

as well the B.C.F.F.P.A. includes a tearout sheet in its newsletter and has formal workshop evaluation forms.

The Joint Foster Parent Education Committee in Saskatchewan has recommended that a formal evaluation sheet be completed after each core session.

During the period September 1976 to 1979, a research project conducted by the social service agency of Metropolitan Montreal, and the University of Quebec, conducted a formal evaluation of the training program offered to foster parents and subsequently published a report in May 1980.

Train the Trainer program in New Brunswick has instituted a series of evaluative measures: a pre and post test for social workers, on-going debriefing sessions biweekly, evaluation form for each completed module, incidental evaluation (through informal feedback to staff and foster parent association) and a call back or follow-up session.

Scientific evaluation measures to my knowledge have not been developed in Canada along the same lines as those developed in the U.S.A. Long range evaluation techniques have been developed by projects like the Pennsylvania State University Project. Some of these methods are:

- Alternate forms of sensitivity to children measure (STC), Stolack, 1968.
- Parenting response survey - Guerney, L. Wolfgang and Guerney, B. 1978.
- Porter Parental Acceptance Scale (PPAS) - Porter, 1954.
- Foster parent opinion questionnaire - on perception and competence.

It is clear that long range evaluation of the programs being carried out in Canada will be required and noteworthy that the program planners are developing evaluation tools as they go along.

2.7.9 Canadian training materials available:

- T.R.U.S.T. training manual - "Training Resources in Understanding, Supporting and Training Abused Children." This was developed as part of a series of core curriculum entitled "Training Programs for Children's Aid Societies on Child Abuse." It was prepared for the Ministry of Community and Social Services in March of 1979 and is accompanied by an additional seven training volumes relating to child abuse.

- Techniques of Foster Parenting - a series of modules being developed by the Community College of Victoriaville in Quebec in collaboration with the Federation of Foster Families and the Ministry of Social Services. The first two modules - Child Development and Child Management Techniques were completed in 1982.

- Train the Trainer Manual - a manual designed for foster parent trainers in New Brunswick was completed in October 1982. The program is designed as a 2-3 day course, and provides adult teaching techniques and practice opportunities to assist the future trainer in becoming comfortable with the training role.

- Basic Orientation Handbook - developed by Alberta Social Services and Community Health in September 1982; referred to above.

- Resource Catalogue - developed by the Joint Foster Care Training Committee in British Columbia as a reference guide for trainers and foster parents. This is an 80-page listing of foster care resource materials inclusive of books, training manuals, periodicals, papers, articles and media, on a variety of topical areas - foster parent and natural parent involvement, communication, parenting, self awareness, interaction and relationships with the community, foster care procedures and policies, special needs children, ethics and standards. The first edition of this highly comprehensive resource catalogue was completed December of 1982 and distributed to field offices January 1983.

- Organizational Handbook - Prepared for British Columbia foster parent associations - the guide book assists in the development of local and regional associations. The content looks at organizational structure, membership, job descriptions for officers, keeping an association alive, parliamentary procedures, etc.

- Materials on Indigenous peoples - "Taking Care of Our Own" - a film produced by Bortnik Film Productions Limited was commissioned by the Dakota-Ojibway Child and Family Services. It features an Indian father and a mother telling of the adoption of their children and presents the scenario of a court order allowing the agency to find adoptive parents for the children in question.

  - "The School at Mopass" - a book by Richard King, professor at U.B.C., outlining the struggle of natives peoples of the Yukon in trying to revive and restore their cultural heritage. Published by Holt, Reinhart and Winston.

2.7.10 Highlights on current developments Interprovincially:

Quebec - foster care training curriculum is under development through the CEGEP (community college) of Victoriaville, which is presently developing a series of modules to accompany the first two piloted in March 1982. Future modules intended are:

- The psyco-sociology of the family.
- Factors affecting the adaptation and integration of a child into the family.
- Food and nutrition.
- Legal and social information.
- The trainer and developmental activities.
- Introduction to the difficult child.
- Sexuality and drugs.
- Delinquents.
- Special needs children.

Ontario - the Foster Care Research Project: A two-year research study on foster care practices and structures in Ontario is in the process of publishing its final report entitled "Implementation Guide." The results of the study will assist agencies in determining how best to structure, manage, and deliver foster care services in order to achieve effective outcomes for those involved in foster care. The research results will act as complementary resource to the "Proposed Standards and Guidelines on Foster Care."

Manitoba - development of foster care resource materials on maternal deprivation, failure to thrive, fetal alcohol syndrome, child abuse, and audio visuals for general public education. Elements concerning Native peoples will receive close attention in the development of these materials and in the development of child placement guidelines for child care agencies and regional offices regarding. (The do's and don'ts of first time placement).

Alberta - development of a four-day training curriculum for foster care and adoption workers by a joint steering committee comprised of the Department of Alberta Social Services and

Community Health (Staff Development and Children's Service Program Division), the University of Alberta and Grant McEwan College. Training curriculum will address - family dynamics, families as support systems, adult and children interviewing techniques, ecological approach to assessing families, and practical dynamics for refusing applicants.

British Columbia - consolidation and completion of a standardized manual "Orientation for New Foster Parents" is underway through a contract with Douglas Community College. Completion of the skills profile for professional job roles in foster care will be the fourth of a series of profiles developed for foster parents, foster care and family support workers.

Nova Scotia - the Department of Social Services is contemplating developing a film series on child welfare (foster care included) through the contracting of a free-lance producer.

Prince Edward Island - A train the trainer manual is being completed by the Coordinator, Children in Care and Staff Development Officer of the Department of Health and Social Services. The four-part modules will focus on adult learning concepts, determining ingredients which would contribute to positive learning state for foster parents, preparation of participants, utilizing the outline towards achieving training goals.

Saskatchewan hopes to establish joint provincial and regional committees comprised of foster parent association representatives and Department of Social Service staff (including members of the Training Branch) to plan and develop a standardized system for the delivery of educational programs. A core curriculum comprising five sessions is being recommended. Financial incentives tying together the fee for service to the completion of the core modules are being considered.

2.7.11 Highlights of research projects underway:

National Welfare Grants of Health and Welfare Canada has been involved in funding projects which may have general impact on foster care practitioners. Three have been identified here:

- "Testing the effectiveness of a systems based approach to placing children in adoptive and foster homes"

- the project is under the direction of the Faculty of Social Work, University of Toronto, by Joyce Cohen and Ann Westhues.

o "Taking Control Indian and Native social work education in Canada.

- a study and demonstration of strategies for change undertaken through the Social Administration Research Unit, Faculty of Social Work, University of Regina by Harvey Stalwick and Lavina Bitternose.

o "Pre-Work Training Project"

- a project sponsored by the Children's Aid Society of Metro Toronto designed to test the effectiveness of a six month pre-work training program for new, inexperienced child welfare workers.

- A final report of the study is being prepared and the development of a training manual is being undertaken. Nancy Falconer, Training Project Director.

2.8 GENERAL FINDINGS

2.8.1 Public awareness and education campaigns.

Approximately half of the provinces and territories have either sponsored at one time, or annually sponsor a Foster Parent Week. Foster parent awards and citations are usually linked to an event during the course of that week.

In Quebec, following a formal process of nomination and selection, a Prix de Reconnaissance, i.e., an award is made to the Foster Parent of the Year.

As a result of consultation and cooperation at the Director of Child Welfare level, the Atlantic provinces have adopted similar formats for foster parent week and attempts will be made to coordinate and conduct Foster Parent Week simultaneously in each of these provinces in the future.

Since 1980, the Department of Social Services in Nova Scotia has developed special themes and a series of audio visual materials for its annual public awareness campaign. Slogans such as - "Share A Life With a Child" and "Give a Kid a Chance" were complemented by a slide show - "Foster Care" and music tapes entitled - "We are One" and "We are Children."

The Yukon Territories produced a brochure - "Room For One More" and distributed it with government employee cheques in an effort to help raise the level of awareness of fostering in the north.

Brochures and posters done in English and Inuit with added inserts in the four most common Dene languages are features of the Northwest Territories attempts to influence public awareness and stimulate recruitment.

The collection of the myriad of creative Canadian recruitment materials would in itself be an interesting and exiting project. The sharing of this material could be of relevance across Canada.

2.8.2 Profile of Children in Care.

It is needless to comment on the numbers of children in care as foster care coordinators and statisticians both warn that the reporting and collection methods in place provincially and territorially are for the most part presently unreliable. Almost everyone voiced hope for improving management information systems in the future. Nova Scotia reported having recently revised and consolidated a statistical form to be used by district

offices and child care agencies to assist in the accurate collection of information.

Two trends regarding children in foster care were identified by eight of the provinces - children coming into care appear to be more disturbed (described as emotionally maladjusted, behaviorally disturbed and verbally violent), an urgent need for homes for teenagers has been reported almost everywhere.

2.8.3 Development of alternate care models:

Similar activities in this area were discovered during the survey. The course of the study and the interview process facilitated consultation, referral and resourcing amongst provincial counterparts. Some progams may be of interest to the reader:

- Alternate care facility for teens - Colchester County Children's Aid Society (Halifax) and New Brunswick Social Services are simultaneously exploring the adaptation (combination) of the Parent Counsellor Program (Alberta) and the Chedoke McMaster Parent Therapist Program.

- An SOS Children's Village is scheduled to open (May 1983) in Margaretville, Nova Scotia. The Department of Social Services is committed to providing consultation and collaboration on the implementation of the European model - a project underway since 1980. Recently the SOS Children's Village has been advertising in Eastern Canada for "moms" to be employed with the program. These moms would undergo training offered through the Child Development Course, Truro's Teachers College.

- The Parent Counsellor Program of Alberta is now under re-design in order to make the program inter-active with general foster care programming and to aim to service younger children.

- The foster parent "cluster" model implemented by the Family and Children's Services of Oxford County, Ontario represents a model which is currently being considered in Owen Sound, Chatham, Toronto Metro and Grey County in Ontario. A similar development of cluster groups or satellite systems is being considered in Prince Edward Island.

- The Chedoke McMaster Parent Therapist Program, originating through the Child and Family Center of Chedoke McMaster Hospital in Hamilton, Ontario, although terminated in the summer of 1981, is presently conducting a 10-year follow-up on the children placed in the program.

- The Oshawa and District Association for the Mentally Retarded, (Ontario) now operates an individualized residential program. The associate family, a salaried parent, is required to be closely involved with the natural family and agency staff. It has as a client group the children, ranging from 6 to 10 years of age who exhibit severe behavioral, physical and/or medical difficulties. The focus of the program is to provide long-term residential placement providing a family environment where skill training and behaviour management programs can be geared to the individual needs of the child while keeping the child in his own community and in close contact with the natural family.

A review of provincial overview reports will provide additional details in this area.

2.8.4 Foster care services to Indigenous children

The Canadian Council on Social Development recently released a publication entitled "Native Children and the Child Welfare System." The author, Patrick Johnston, a former social policy analyst with C.C.S.D. presents the facts and background to the controversy over Native child welfare; he explains the jurisdictional issues and presents current data from all the provinces and territories on services to Native children in the child welfare system.

The Council of Yukon Indians (CYI) in the Yukon Territory has undertaken research in the area of an Indian Child Welfare Act. This organization has recently submitted recommendations to revisions of the Child Welfare Act, on issues like custom adoptions, to the Yukon territorial government.

Study partricipants interviewed in British Columbia, Manitoba, and the Yukon who were of Native origin or involved in consultation to native groups mentioned frequently that the public and government policy makers needed to recognize and respect the cultural, ethnic, religious diversities amongst Indigenous peoples.

2.8.5 Profile of Canadian foster parents.

The reported number of approved foster homes across Canada is approximately 31,000; the range varies from 80 homes in the Northwest Territories to 14,000 foster homes in Quebec.

Self perception: Some groups indicated that foster parents still generally feel like "second-class citizens" and many are

afraid to "advertize" their status as foster parents because of negative reactions by the community. Others feel that foster parenting is generally misunderstood ("orphaned kids," "chore" kids, "money hungry" folk) and is confused with adoption and the International Foster Parent Plan.

While foster parent association representatives expressed that foster parents felt "like an arm of the agency" and "an important link or part of the team" and as "colleagues," they too warned that not all foster parents hold this view. They discussed the difficulties in reaching out to the non-active members of the associations typically thought to be families who had fostered for a long time (older foster parents). These foster families tended to resist becoming active participants in the local associations, tended to "fear speaking out for fear of losing their children" and tended to feel the stigma of fostering because of frequent social work involvement in their home. Likewise, social Service agency representatives stated that social workers and supervisors often felt threatened by sharing decision making and case planning efforts with foster parents; they were sometimes reluctant or afraid to cope with increasing demands by foster parent associations. The acceptance of the team or partnership concept meets with a good deal of controversy!

The question of "professional status" engendered interesting debate amongst the groups interviewed. Some provinces reported a definite shift from the traditional role perception. Semi-professional/professional/salaried parents are an emerging trend particularly in the area of fostering special needs children - physical/medical handicapped, mentally retarded, disturbed and teens. New strategies for coping with this shift are being reflected accordingly when considering foster parent demands, recruiting efforts and fee for service structures (e.g., B.C., Alta., Man., Ont.). Other provinces (P.E.I., N.B., Que., NWT) indicated that the very opposite held true - the traditional idea of voluntary care was firmly entrenched in their areas.

Although the majority of foster parents appear to represent couples in their late 30's and up, of blue collar or lower middle class families, there was unanimous agreement that foster parent applicants now tend to be younger (20's and 30's), more educated, assertive and vocal, and more willing to commit to short-term care periods. They appear to be more demanding of support and training. To the author's knowledge two demographic studies on foster parents have been conducted in the past few years - Market Facts of Canada Limited, commissioned by the Ministry of Community and Social Services in Ontario, 1979, and a recent demographic study conducted in Alberta.

British Columbia noted an interesting phenomenon termed the "family child care path or career" i.e., care givers tend to drift to and from foster care service from similar career fields like - homemaker, day care and family day care and family support services. Thus the training they receive and the skills acquired are not lost.

2.8.6 Foster parent associations.

Establishment of associations: Each of the provinces, and the Northwest Territories has a provincial association. The Yukon Territories has no formal association to date. None of the associations represent the majority of approved foster families in their province; at best membership ranges from 10% to 30% of the total foster parent population. Native foster parent associations have been formed on the Hobbema, Gleichen and Blood Reserves (Alberta), in certain regions of British Columbia. The Indian Foster Parent Association of Kent County in Big Cove, New Brunswick (founded in January 1982) is developing a five-year plan to become a self-administered child care agency.

Salaried employees of the association: To date three provincial associations - Quebec, British Columbia and Alberta have salaried staff to conduct and coordinate administrative activities of the association. In Quebec the executive coordinator (secretaire général) and in British Columbia the education and training coordinator - act as official representatives of the provincial association on joint committees responsible for the development of orientation and training programs. The Education and Training Coordinator in B.C.F.F.P.A. also chairs the Joint Foster Care Training Committee. A portion of the recently approved grant by M.C.S.S. in Ontario has been designated for the employment of a salaried coordinator for the Foster Parent Association of Ontario. This grant is to be administered under the auspices of the Ontario Association of Children's Aid Societies.

Funding: Prince Edward Island, Nova Scotia, Quebec, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia all receive funding from the provincial social service system. Grants range from an amount of $3,000 to $245,000 per year. The New Brunswick Foster Parent Association submitted their first budget proposal to the Department of Social Services this spring. In Newfoundland, Northwest Territorities and the Yukon, social service departments provide funding periodically to selected foster parents to help defray the cost of attending - annual conferences or symposiums sponsored by C.F.P.A. or other provincial associations, and a variety of training programs.

Provincial association newsletters: Quebec (L'Inform Accueil), Saskatchewan (The Troubadour), Alberta (The Bridge of Concern), British Columbia and Manitoba distribute a provincial newsletter, generally quarterly. Prince Edward Island and Newfoundland organize mailouts through their respective Department of Social Services. The social work staff of the Department of Health and Human Resources in the Yukon prepare and distribute a newsletter to its foster parents despite lacking a core group of foster parents; from time to time social workers solicit and obtain input from interested foster parents. New Brunswick is about to initiate its first provincial newsletter. Many provincial associations have begun an exchange and distribution of newsletters with one another, however, a systematic network of exchange is not yet in place.

Current priorities of provincial associations: Invariably, each association reported a major two-faceted objective: to increase active membership aimed at strengthening grassroots support, and to improve, enhance or establish better working relationships between foster parent associations and social service agencies at the local, regional and provincial levels.

The former objective in some cases is said to be hampered by the issue of confidentiality on the release of names of approved foster homes. In some jurisdictions either the social service agency or area office and occasionally the provincial central office release monthly listings to the provincial foster parent associations or local associations; in others the onus is left to the association to reach out to members through its advertising strategy or with social workers, to inform each newly approved foster home of the existence of the association.

The need to ameliorate and update the image of foster parents is also important, as evidenced in the support for a national public image building campaign which would aim at giving recognition to the valuable, and, primary economical resource that foster care provides in child welfare systems. Many foster parents are primarily concerned with gaining an elevated status, more self-esteem and recognition for their work with displaced children and separated families. An increase in fee for service appears secondary in many cases. Many social service agencies on the other hand, are firmly committed to honouring the partnership concept - they recognize that foster parents need to be better prepared, and better trained, thus give added consideration to regular increases in fee for service (both regular and specialized care), and, examine methods and means of providing additional monetary incentives tied to training. Example: Saskatchewan's Foster Parent Education Task Force has recommended that financial incentives be tied to completion of core curriculum and special courses designed for the homes classification. Likewise, as Prince Edward Island's "Families Helping Families" concept is

being elaborated, consideration will be given to the need for retainer fees. Similarly, Winnipeg Children's Aid Society is testing the concept of flexible rates in 'Project Chance.' In Ontario, the F.P.A.O. and the Ministry of Community and Social Services continue to advocate and encourage a uniform basic rate structure throughout the 51 children's aid societies.

Another general concern expressed was a need for greater information sharing with foster parents, especially in relation to the child and natural family history provided at the time of initial placement.

Lastly, the Yukon, Northwest Territorities, Prince Edward Island, Newfoundland, Ontario and Saskatchewan voiced a need for a type of models and methods handbook on the formation of foster parent associations. Some provinces have show exemplary leadership in this regard, for example: the Federation of Foster Parent Associations of Nova Scotia were invited to provide consultation to the Summerside Foster Parent Association in Prince Edward Island in the founding stages of the organization. Likewise, in Quebec, Manitoba, Alberta, British Columbia and Ontario - the association executive members, in combination with provincial foster care coordinators, have become involved in similar consultations.

- In 1981 Quebec initiated brief courses in administration for its local association executive councils to better prepare them for their democratic role and responsibilities.

- B.C.F.F.P.A. recently (January 1983) published a comprehensive "Organizational Handbook." The handbook addresses a variety of important elements in the formation of local and regional foster parent associations.

Guidebooks or manuals for foster parents: Nova Scotia, Manitoba, Saskatchewan, Yukon, and Alberta have developed a standardized provincial "Foster Parent Manual." Likewise, provincial manuals are made available to approved foster parents in Prince Edward Island - (Becoming a Foster Parent), Newfoundland - (Foster Parent Handbook), Northwest Territories - (Foster Care Handbook), British Columbia - (Foster Parent Kit), Ontario - (Foster Care Questions and Answers - brochures and recruitment kit). Nova Scotia and New Brunswick have no provincial handbook as such, however, certain children's aid societies, and regional offices (e.g., Halifax, Fredericton and St. John) have made manuals available to their foster families.

In most cases the provincial foster parent newsletter acts as a complementary resource and training guide.

Affiliation with C.F.P.A.: There is unanimous agreement that the annual conference or symposium sponsored by the foster parent is a positive form of sharing, support and informal exchange. It helps strengthen the self esteem of foster parent delegates and helps to confirm a Canadian identity.

There is controversy over whether or not C.F.P.A. is capable of being an organization which can significantly provide a voice for foster parents or act as an agent of formal change.

Study participants, i.e., foster parent association representatives and provincial social services alike expressed concern in regard to the need for improving the organizational ability and information flow from C.F.P.A. to provincial associations. Some expressed concern with the method in which provinces selected "official" delegates. Some are concerned about the lack of follow-up after national symposium meetings and feel that organizationally speaking it is an extremely difficult task to coordinate such activities without adequate funding or establishment of a permanent secretariat.

What became clear, is the fact that provincial foster parent associations want to strengthen and improve grassroots support prior to tackling issues on a national basis.

2.8.7 Highlights on the international scene

The National Foster Care Education Project has received funding for a two-year project to reduce the incidence of abuse in foster care. The Institute for the Study of Children and Families in cooperation with the Department of Social Work at Eastern Michigan University will develop a 30-hour curriculum for foster parents, entitled **"Fostering Discipline,"** and a 16-hour curriculum for foster care workers, entitled, **"Prevention of Abuse in Foster Care."** These curricula will be based on extensive work already done at Eastern Michigan University in foster care education. In addition to the focus on alternatives to physical discipline the curricula will examine the dynamics of sexual abuse and adolescent abuse, emerging areas of concern among child welfare workers ... this model will not only provide a variety of test situations to assure the training is appropriate in diverse geographical regions with different problems and varied foster care systems, but will assure that the curricula will have wide dissemination during the like of the project. The final curricula will be published through the Child and Family Publications Division of the
Institute for the Study of Children and Families, E.M.U. (Appendix G).

Australia's Wits End acts as a foster care support and advisory service. The service is a 24-hour support catering to persons involved or interested in foster care and adoption. Since

its inauguration in September, 1979, it has provided a 24-hour "support line" operated by experienced foster parents, a foster care reference library and a foster care pen friend club which has established a network internationally.

The International Foster Care Association has a linkage with the Saskatchewan Foster Care Association whose president has on his own attended conferences in both England and Holland.

In England - the Foster Care Education Project, funded by the National Foster Care Association and Dr. Barnado's has been in operation since August of 1979. The project studied, adapted and revised the C.W.L.A. training package to suit the cultural and social work practices in the U.K. The program concentrates on two major areas:

- "Parenting Plus" - an introduction to foster parenting an adolescent, and,
- "Added to Adolescence" - foster parenting an adolescent.

The goal is to train people to operate training programs for a variety of participants. There is a stipulation that any organization wishing to purchase F.C.E.P. training materials must firstly send one representative to the Parenting Plus leader's course.

A review of accompanying Volume II and Volume III is suggested for more complete details of the programs mentioned above.

2.9 CONCLUSIONS

Whether provinces/territories experience varying levels of development with regard to foster care standards and orientation and training programs all have shown an eagerness to keep up with current information.

This they say could be possible through the establishment of a national "clearinghouse" on foster care. This "foster care desk" would be responsible for collecting, coordinating, updating and distributing information on the gamut of foster care related issues in Canada and internationally. A formalized mechanism for information dissemination may be achieved through publication of an annual report, or regular publication in relevant professional journals with high readership. Additional functions of a "clearinghouse" would be to provide consultation to those requesting assistance and to formalize a network of exchange across the land.

A national publicity (education) campaign to update the image of foster parents and to create a realistic awareness of fostering today, is crucial in the eyes of the majority of study participants. A nationally funded campaign would free up the provinces and territories to concentrate their efforts and funding on recruitment campaigns. Declaration of National Foster Parent Week utilizing promotional strategies which feature Canadian talent and Canadian foster care issues is seen as significant and beneficial for foster care systems everywhere in Canada.

The need to develop training and reference materials oriented to "Canadian" foster care (particularly in the area of audio visuals) is a concern of many.

The promotion of research and demonstration projects in foster care programming and training is vital as programs evolve in the future. Areas which require immediate attention seem to be:

- Effects of long-term protection, i.e., "protection drift" and long-term foster care on children and families.
- Effective Native and multi-cultural awareness and cross-cultural sensitization programs.

PART 3. FINAL RECOMMENDATION

Health and Welfare Canada has, through the sponsorship of Phase I and II of the Foster Care Training Study, taken the leadership role in initiating a centralized collection of particularized information on foster care.

The Foster Care Training Study has served to reaffirm and reassert the request and need for a centralized clearinghouse of information. Study participants look for assurances that formalized information exchanges will occur more often as time goes on.

Phase II of the study concludes with a singular recommendation that a national task force on foster care be established by the Family and Children's Services Division, Health and Welfare Canada.

- o to officially reaffirm provincial and territorial support for a clearinghouse on foster care.
- o to consolidate and prioritize objectives and tasks to begin to meet the needs identified.

Members of the task force should be official delegates of provincial social service systems and provincial foster parent associations.

The first meeting of the task force should be held prior to the end of the 1983 calendar year.

It is clear that in order to take advantage of the current tide of interest and innovativeness in foster care circles across Canada, roles, mandates and information sharing methods must be determined.

Let's act <u>now</u> to harness the current spirit and momentum and to strengthen our own networks and working models in the continuing effort to ameliorate foster care in Canada.

FOOTNOTES

1. Hepworth, P., Foster Care and Adoption in Canada, C.C.S.D., p. 109.

2. Dinnage and Pringle, Foster Home Care: Facts and Fallacies, 1967, p. 34.

3. Prosser, Hilary. Perspectives on Foster Care, N.F.E.R.

4. Vera Institute of Justice, Foster Home Child Protection, 1981, p 39.

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APPENDIX SECTION

APPENDIX A

REQUEST FOR LITERATURE SEARCH

From: Main Library
Health and Welfare
Brooke Claxton Building

Date: November 1982 - March 1983

DATA BASE RESEARCHED:

- ERIC: Educational Resources Information Center, U.S.A.

  Data base: research findings, project and technical reports, speeches, unpublished manuscripts and books in the field of education.

  Time period: 1974 to September 1982.

- NCFR: National Council on Family Relations, Minneapolis, U.S.A.

  Data base: journal articles, books, monographs, government documents and reports, audio visuals, organizations, periodicals, newsletters, programs, research centers and resource centers.

  Time period: up to August 1982.

- CODOC: Cooporative Document Project, Canada

  Data base: government publications, collection of university libraries of Ontario, Canadian, U.S., British, International publications, government sponsored research and reports.

  Time period: up to April 1982.

- OONL: National Library of Canada.

  Data base: monographs, précis, federal and provincial publications.

  Time period: up to September 1982.

- General (in-house) book and card catalogue.

APPENDIX B

FOSTER PARENT TRAINING PROGRAM

Discussion Guidelines

- ASSISTANCE provided by planners/sponsors
  - funding, consultation, participation? who?
- PHILOSOPHY (department/agency) on foster home care as alternate form of care
  - when did programs originate; where?
- OBJECTIVES of training program
  - for orientation, for social workers (i.e. trainers), specialized homes, all homes ...
- TRAINERS/INSTRUCTORS
  - specialized, conjoint effort, who? ...
- PROGRAM CONTENT
  - what subject area(s) does the program cover generally:
    e.g. roles and responsibilities
    basic parenting
    child development - child management
    separation trauma - family dynamics
    specialized training for handicapped
- PROGRAM TRAINING MATERIALS*
  - manuals, training materials (handouts, references, brochures, audio-visuals utilized for subject matter
  - which subject areas require revision/development/emphasis?
  - what is currently being developed? By whom?
- INTERRELATIONSHIP/EXCHANGE materials with other "family support" programs in your area
  - i.e. Family Life Education Councils, Parenting groups, Child Abuse training programs ...
  - what do you see as impediments to this interchange or integration?
  - In which areas might it be feasible?
- EVALUATION MECHANISM(S) for the training program itself
  - i.e. reviews, at what intervals, impact of turnover rate etc...
- FOLLOW-UP with foster parents
  - yearly assessment, support networks, "buddy" system, annual conferences/workshops...
- TRENDS OR PECULIARITIES identified in foster parenting, and, or foster parent training programs in your area/province?
- ESTIMATED OVERALL COST(S)
  - manpower, volunteer hours, fiscal?
- DEVELOPMENTAL ASSISTANCE
  - type(s) required/desired and from whom?

* Please have samples of the training materials utilized or a reference bibliography of such materials available at the time of discussion.

APPENDIX C

A. Key areas explored with provincial coordinators:

- o Explanation or brief review of overall social service delivery system.
- o Role of central office headquarters in foster care training program planning and delivery.
- o Relationship of department/agency with foster parent association.
- o Department or agency perception of the role of C.F.P.A.
- o Definition of terms.
- o Training, etc.
- o General information on profile of children in care and foster parents.
- o Preferred format for inventory of training programs.
  - participation in inter-provincial territorial information exchange.
  - recommendations for activities in foster care on a national scale.

B. Key questions explored with representatives of provincial foster parent associations:

- o Historical development of provincial association.
- o Membership and official status.
- o Role perception.
- o Relationship with department or agency.
- o Participation in training programs.
- o Affiliation with C.F.P.A.
- o Current developments and objectives.
- o Recommendations on foster care issues provincially and nationally.

LETTER SENT TO SENIOR OFFICIALS OF CHILD WELFARE - See Attached List

Health and Welfare Canada
Santé et Bien-être social Canada

Social Service Programs Branch
Direction générale des programmes de service social

APPENDIX D

926 Brooke Claxton Building,
Tunney's Pasture,
Ottawa, Ontario, K1A 1B5

October 29, 1982

Mr. F.J. Simms,
Director of Child Welfare,
Department of Social Services,
3rd Floor, Confederation Building,
ST. JOHN'S, Newfoundland.
A1C 5T7

Dear Mr. Simms:

On August 31, 1981 I wrote to Canadian Senior Officials of Child Welfare advising that with the assistance of Jane Clark, Program Analyst we were endeavouring to develop a basic information package on staff training programs regarding Child Abuse and specialized Training Programs for Foster Parents. At this time I wish to advise you of our progress to date and plans for the future.

Following commencement of this project we were most pleased to have Diane Ponée accept the position of Coordinator, Child Abuse Information Program so the need and interest in training material regarding child abuse became part of her ongoing responsibilities. A report on the findings of the child abuse related survey is being prepared for distribution.

I am therefore confining this letter to the area of special training for foster parents. When we collated the information received from the questionnaires circulated by J. Clark, it in fact raised as many questions as it answered! Due to interpretation of questions, variation of programs and program delivery it was difficult to draw together a package which was a true representation of the quality of training programs across Canada. The material has not been disseminated as originally planned.

... 2

Canada

There was however, a clearly enunciated concern for the recruitment, training and retention of foster parents to meet the specialized needs of children in care. Some jurisdictions have had the opportunity and ability to undertake considerable development in the area while others have been limited in both personnel and resources. The desire to share information and learn from the experience of others resulted in the initiation of Phase II of the study on Foster Parent Training Programs, utilizing the framework of Jane Clark's work as a base.

Phase II will be a more extensive survey of training materials available focussing on those in use in Canada but also as time allows, considering those in use in the United States and Great Britain.

The goals of Phase II are twofold:

i) to compile a detailed inventory of programs inclusive of training modules/materials and participants,

ii) to identify priority areas in the development of future training programs and materials.

When the inventory and recommendations on follow-up are complete we plan to provide you with a synopsis of the information collected and indication of action to follow.

Hélène Bates is the Special Consultant responsible for Phase II. Hélène has experience in the child welfare field and is most interested in the area of foster care. She will be contacting the previous participants of Phase I directly, seeking their on-going assistance and guidance. Additional contacts may be made with regional delivery system, Foster Parent Association representatives or other informed persons identified by the provincial participants.

I look forward to your cooperation and assistance in completion of Phase II, believing that the information gathered will be of considerable value to departments and agencies providing service to children.

Yours truly,

Trudy Usher,
Consultant,
Child Welfare
and Youth Services

(ANNEXE D)

Le 19 novembre 1982

Madame Louise Pagé
Directrice de la planification
des politiques de services sociaux
Ministère des Affaires Sociales
1075, rue Sainte-Foy, 3e étage
QUÉBEC (Québec)
G1S 2M1

Chère collègue,

La Division des services à la famille et à l'enfance de notre ministère reçoit depuis quelque temps des demandes de renseignements sur les programmes de formation pour familles d'accueil à l'enfant à travers le Canada. Jusqu'à présent, il nous a été impossible de donner suite à ces requêtes à cause d'un manque d'informations sur ce sujet.

Sous la pression de hauts fonctionnaires chargés des services à l'enfance dans plusieurs provinces, nous avons décidé de procéder à une étude des programmes de formation actuels pour en fournir les détails à ceux qui le demandent.

Cette tâche a un double objectif:

(i) dresser un répertoire détaillé des programmes, y inclus les noms des participants, les modalités d'application et le matériel didactique utilisé;

(ii) déterminer les priorités dans le domaine de la préparation et la gestion de ces programmes ainsi que leur contenu pour l'avenir.

... 2

Une fois que cet inventaire sera prêt et que l'ensemble des recommandations obtenues des participants provinciaux sera formulé, nous nous proposons de vous en faire parvenir rapport.

Nous venons de passer par monsieur Michel Hamelin, Services d'entente fédérale-provinciale pour le mettre au courant de ce projet.

Madame Hélène Bates a été embauchée pour réaliser ce projet. Elle se mettra en rapport prochainement avec la responsable des services de familles d'accueil enfant, madame Gisèlle Paul à Montréal et avec les responsables de la fédération de familles d'accueil enfant qui lui seront recommandés.

J'ose compter sur votre cooperation et celle des responsables de votre ministère pour mener à bonne fin cette étude. Je crois que les renseignements qu'elle permettra de dégager auront une valeur considérable pour les organismes qui ouvrent des services aux enfants qui vivent en milieu substitut.

Veuillez agréer l'expression de mes sentiments reconnaissants.

Copie blanche signée

Trudy Usher,
Consultante sur les
services sociaux à
l'enfance et à la
jeunesse

c.c. Monsieur Jacques Couillard
Directeur de la consultation
de protection sous le Service Programme

Health and Welfare Canada
Santé et Bien-être social Canada

Social Service Programs Branch
Direction générale des programmes de service social

APPENDIX E

914 Brooke Claxton Building
Tunney's Pasture
Ottawa, Ontario
K1A 1B5

March 31, 1983

Dear [redacted]:

Re: Foster Parent Training Study - Phase II
Status Update

As indicated during discussions with you, the end of March signals the need to provide you with a brief update on the current status of the study and intended future action.

To date all scheduled interviews have been conducted and provincial/territorial (draft) summary reports - Foster Care Training Program: An Overview have been completed and forwarded to participants for editing. Thus far only two responses (provinces) have been returned for finalization.

While awaiting the return of draft summaries from the remaining participants, the study report, inventory and report of recommendations are being prepared.

The target date for final completion of all documents has been rescheduled for April 22, at which time a preliminary set of reports will be printed for presentation to T. Usher, Consultant, Child Welfare and Youth Services and J. Patry, Director, Family and Children's Services Division. Approval and authority to publish and distribute the reports, and future direction vis-à-vis the recommendations made will be sought on or about April 29.

.../2

Once these matters are resolved the intention would be to distribute the following by early June:

- o A Summary/Overview of Foster Care Programs and Training of each province (inclusive of current contact persons listing)
- o The Study Report, Inventory and Report of Recommendations
- o Update on the outcome of recommendations and proposed action plan for follow-up and implementation.

There has been excellent response and enthusiasm from all study participants. Without the cooperation and commitment on your part the study could not have progressed as readily. Without the extensive exchange of information and materials, the outcome would have been dubious.

Thank you for your continued interest and assistance in achieving the purposes set forth by the study.

Sincerely,

Hélène M. Bates

Hélène M. Bates
Special Consultant
Foster Parent Training
Study

Distribution: All Child Welfare Directors
All Provincial Foster Care Coordinators
Participating C.A.S. Agencies
Provincial Foster Parent Associations
Canadian Foster Parent Association

Health and Welfare Canada | Santé et Bien-être social Canada
Social Service Programs Branch | Direction générale des programmes de service social

(ANNEXE E)

914 Immeuble Brooke Claxton
Parc Tunney
Ottawa, Ontario
K1A 1B5

Le 31 mars 1983

Chère [illegible]:

Objet: Etude des programmes de formation
Familles d'accueil à l'enfant

La fin du mois de mars signale que le temps est venu de vous mettre au courant des objectifs réalisés par cette étude; aussi de vous donner un aperçu des actions à prendre.

En attendant le retour des critiques de la première ébauche de l'aperçu des programmes de chaques provinces, la rédaction des rapports finals se continue. La révision du texte de chaque rapport final se fait à mesure que les critiques sont reçues.

La date limite du projet a été renvoyée à la fin du mois d'avril, alors que les documents finals - le bilan des programmes, le rapport sommaire de l'étude et le rapport des recommandations seront présentés aux hauts fonctionnaires de la Division des services à la famille et à l'enfance du Ministère.

Ayant transmis ces documents et ayant reçu l'autorisation d'imprimer et de transmettre les rapports à chaqu'un des participants, il ne restera qu'à complèter la traduction, l'imprimerie et la diffusion des documents.

Ainsi on compte vous faire parvenir, dès le mois de juin, l'ensemble des rapports et de vous faire part des intentions du Ministère quant à l'implantation des recommandations.

.../2

Canada

Une excellente collaboration des participants a permit d'atteindre les buts de l'étude dans un temps très court. Dejà les échanges entre les reseaux de fonctionnaires et associations de familles d'accueil semblent raffermis.

Je désire vous remercier de l'appui que vous m'avez accordé au cours de cette étude.

Sincèrement,

Hélène M. Bates
Consultante Spéciale pour
l'Etude des programmes de
formation pour
familles d'accueil enfant

cc: Chargès de programmes provinciaux
Directeurs provinciaux des Services à l'enfance
Association provinciales des familles d'accueil à l'enfant

PARTICIPANTS - FOSTER CARE TRAINING STUDY, PHASE II

Name	Working Title	Place	Identifier
ALBERTA			
EDMUNDSEN, Florence	Education Committee Representative	Red Deer	AFPA
LYNCH, Judy	Regional Foster Parent Training Coordinator	Red Deer	ASSCH
MAEROV, Sheldon	Program Supervisor, Foster Care	Edmonton	ASSCH
RAUSCH, Carl	Regional Foster Parent Training Coordinator	Lethbridge	ASSCH
BRITISH COLUMBIA			
ADAMS, Stuart	Planning Consultant	Vancouver	AES
ANDERSON, Susan	Intergovernmental Relations Advisor	Victoria	IA&ND
BICKEL, Herman	Foster Parent Representative, JFCT Committee	Victoria	BCFFPA
BROCK-DUNBAR, Phoebe	Coordinator, Foster Care, Family & Children's Services	Victoria	MHR
CAMPBELL, Jim	Resource Worker, Region 19	Coquitlam	MHR
MAXWELL, David	Supervisor, Parent Encouragement Program, Region 11&20	Victoria	MHR
MONAHAN, Pat	Resource Worker, Region 2	Vancouver	MHR
PACEY, Russ	Coordinator, Continuing Education, JFCT Committee	Victoria	MED
PEDOSUK, Leona	Education and Training Coordinator	Vancouver	BCFFPA
WENSTOB, Joan	Executive Coordinator	Vancouver	BCFFPA
CANADIAN FOSTER PARENT ASSOCIATION			
CARMICHAEL, Audrey	Membership Chairperson	Prince Albert(Sask)	CFPA
SIMON, Bill, Jr.	Treasurer	Big Cove(NB)	CFPA
STUBBINGTON, N.A.	President	Sydney (NS)	CFPA
MANITOBA			
BELLIVEAU, Gloria	Public Relations	Winnipeg	MFPA
DUBAS, Janet	Secretary	Winnipeg	MFPA
EVERTON, Noreen	Treasurer	Winnipeg	MFPA

*List of Identifier abbreviations at Appendix A

Name	Working Title	Place	Identifier
MANITOBA (continued)			
KNIGHT, Ken	Director of Resource Development	Brandon	CASWM
LEACH, Linda	Foster Care Coordinator	Brandon	DOTC
MALONEY, Tim	Executive Director	Brandon	DOTC
McCALLUM, Leah	President	Dauphin	MFPA
PLESNIARSKI, Gloria	Foster Care Coordinator,Child & Family Services	Winnipeg	DCSC
SAMPSON, Janet	Consultant	Winnipeg	MHEA
SCOTT, Ron	Coordinator Foster Care Program	Winnipeg	CASW
SEIDL, Esther	Native Resource Coordinator	Winnipeg	DCSC
WADE, Marion	Foster Home Recruitment & Training	Brandon	CASWM
NEW BRUNSWICK			
DAVIDSON, Marilyn	Public Relations Person	Federicton	NBFPA
LEBLANC, Joanne	Human Resources Development Officer	Fredericton	DSS
MacINTYRE, Claire	President	Eel River Crossing	NBFPA
ORENSTEIN, Reuben	Coordinator, Residential Services	Fredericton	DSS
SIMON, Bill	Vice President	Big Cove	NBFPA
NEWFOUNDLAND			
DEVINE, Sheila	Assistant Director of Child Welfare	St. John's	DSS
DOULL, Don	Foster Parent	St. John's	N/LFPA
DOULL, Helen	President	Poach Cove	N/LFPA
DUNNE, Gordon	Regional Services Coordinator (Child Welfare)	St. John's	DSS
ENGLISH, Nora	Foster Home Finder	St. John's	DSS
HAMILTON, Neil	Supervisor, Child Welfare	St. John's	DSS

*List of Identifier abbreviations at Appendix A

Name	Working Title	Place	Identifier
NEWFOUNDLAND (continued)			
HOYLES, Vivian	Director, Staff Training & Development	St. John's	DSS
LEWIS, Kay	Foster Parent	St. John's	N/LFPA
POWELL, Fred	Supervisor	Bell Island	DSS
PRATT, Rosalind	Foster Care Worker	St. John's	DSS
PURCELL, Brian	Supervisor, Juvenile Corrections	St. John's	DSS
REIMCHE, Edward	Foster Parent	St. John's	N/LFPA
STRONG, Judy	Foster Care Worker	St. John's	DSS
WELLS, Jean	Coordinator, Child Welfare Services	St. John's	DSS
NORTHWEST TERRITORIES			
BEAUCHAMPS, Mary	Program Officer	Yellowknife	DSS
DOYLE, Diane	Superintendent of Child Welfare	Yellowknife	DSS
ENGE, Anne	Native Liaison Worker	Yellowknife	DSS
HEASLEY, Denis	Program Officer	Yellowknife	DSS
MORRISON, Nancy	President	Yellowknife	FPAY
NOVA SCOTIA			
BOURQUE, Lubin	Casework Supervisor	Truro	CCCAS
d'ENTREMONT, Beverly	Supervisor, Child Abuse Register	Halifax	DSS
MacARTHUR, Harvey	Executive Director	Truro	CCCAS
NEARING, Janet	Foster Home Worker	Halifax	CASH
STUBBINGTON, Norm	President	Sydney	FFPANS

*List of Identifier abbreviations at Appendix A

Name	Working Title	Place	Identifier
ONTARIO			
AYERST, Jim	Foster Parent Trainer	Toronto	MTCAS
BONNIFERO, Donna	President	Sault-Ste-Marie	OFPA
BOWRING, Roger	Supervisor, Foster Care & Adoptions	St. Catherines	FCSNR
COUTURE, Laurent	Area Program Supervisor	Ottawa	MCSS
DAWSON, Ross	Executive Director	Woodstock	FCSOC
FINLAY, Jack	Associate Executive Director	Toronto	OACAS
FISHLEIGH, Sandy	Coordinator, Foster Parent Program	Toronto	GBCC
GOREN-LASKIN, Holly	Associate Foster Care Coordinator	Toronto	MCSS
HAGERDORN, Peter	Supervisor, Recruitment & Orientation	TOronto	MTCAS
HANDLER, Stephen	Project Manager, Operational Planning Branch	Toronto	MCSS
LAURIER, Elaine	Regional Foster Care Coordinator	Ottawa	MCSS
LEVY, Steven	Foster Care Research Project	Toronto	MCSS
MALONEY, Colin	Manager	Toronto	MTCAS
O'NEILL, Greg	Provincial Foster Care Coordinator	TOronto	MCSS
RABBE, Ladorna	Vice President	Ottawa	OFPA
SCHWARTZ, Mark	Coordinator, C.A.S.T. Group	Ottawa	OCCAS
PRINCE EDWARD ISLAND			
MAIR, Jim	Coordinator, Children in Care	Charlottetown	DHSS
PICKETTS, John	Resource Consultant, Region II	Summerside	DHSS
RODGERS, Brenda	Foster Parent	Summerside	FPA
STRIGHT, Cheryl	Secretary	Summerside	FPA

*List of Identifier abbreviations at Appendix A

Name	Working Title	Place	Identifier
QUEBEC			
GAMACHE, Noëlla	Secrétaire générale (Executive Coordinator)	Thetford-Mines	FFAQ
PAUL, Giséle	Chargé des programmes (Program Supervisor, Foster Home Care)	Montreal	MAS
SASKATCHEWAN			
ALLEN, Lillian	Vice President	North Battleford	SFPA
CARMICHAEL, Audrey	Treasurer	Prince Albert	SFPA
CLARK, Bryan	Regional Family Services Coordinator	Moose Jaw	DSS
KLEIN, Ron	President	Weyburn	SFPA
MACKNAK, David	Regional Family Services Coordinator	Saskatoon	DSS
OLSON, Marilyn	Secretary	Saskatoon	SFPA
SOISETH, Len	Coordinator of Child Care	Regina	DSS
WALKER, Bob	Regional Family Services Coordinator	Prince Albert	DSS
YUKON TERRITORIES			
JIM, Dinah	Researcher, Indian Children's Rights	Whitehorse	YIWA
JIM, Mary Jane	Researcher, Native Women Training Needs	Whitehorse	CM
KENOE, Maxine	Supervisor, Placement and Support Services	Whitehorse	DHHR
LEBLANC, Louise	Liaison Officer, Health & Social Development Division	Whitehorse	CYI
MacNeill, Eileen	Social Worker, Placement and Support Services	Whitehorse	DHHR
MORGAN, Rita	Social Worker, Placement and Support Services	Whitehorse	DHHR
SINCOX, Patricia	Social Development Liaison Officer	Whitehorse	CYI
U.S.A.			
RYAN, Patricia	Director, Institute for the Study of Children and Families	Ypsilanti,Michigan	EMU
SIMON, Ronald	Project Director, Foster Parent Project	Florida	NOVA

*List of Identifier abbreviations at Appendix A

Name	Working Title	Place	Identifier
HEALTH AND WELFARE CANADA (Resource Participants)			
CAMPION, Charlotte	Legislative Information Officer	Ottawa	LL
CLARK, Jane	Program Analyst, Policy Development	Ottawa	SSD
DAUDELIN, Jean-Bernard	Special Consultant, Quebec Region	Ottawa	CAP
FOREST, Léo	Regional Consultant	Ottawa	NWG
GILMAN, Susan	Information and Research Analyst	OTTAWA	FCSD
GOOD, Gilda	Regional Consultant	Ottawa	NWG
HART, Rob	Consultant	Ottawa	NWG
HEPWORTH, Philip	Policy Coordinator	Ottawa	SSD
KWAVNICK, Esther	Regional Consultant	Ottawa	NWG
LIPMAN, Marg	Adoption Consultant, Adoption Desk	Ottawa	FCSD
PATRY, Jacques	Director	Ottawa	FCSD
PONEE, Diane	Coordinator, Child Abuse	Ottawa	FCSD
SEGUIN, Gilles	Analyst	Ottawa	UISU
SIMPSON, Joan	Regional Consultant	Ottawa	NWG
USHER, Trudy	Consultant, Child Welfare & Youth	Ottawa	FCSD
WILLIS, Marilyn	Chief	Ottawa	UISU

*List of Identifier abbreviations at Appendix A

APPENDIX A

IDENTIFIER ABBREVIATIONS

AES	Adams, Egan and Shearer, Planning Consultants
AFPA	Alberta Foster Parent Association
ASSCH	Alberta Social Services and Community Health
BCFFPA	British Columbia Federation of Foster Parent Associations
CAP	Canada Assistance Plan
CASH	Children's Aid Society of Halifax
CASW	Children's Aid Society of Winnipeg
CASWM	Children's Aid Society of Western Manitoba
CFPA	Canadian Foster Parent Association
CM	Canada Manpower
CYI	Council for Yukon Indians
DCSC	Department of Community Services and Corrections
DHHR	Department of Health and Human Resources
DHSS	Department of Health and Social Servcices
DOTC	Dakota-Ojibway Tribal Council
DSS	Department of Social Services
EMU	Eastern Michigan University
FCSD	Family and Children's Services Division
FCSNR	Family and Children's Services of Niagara Region
FCSOC	Family and Children's Services of Oxford County
FFAQ	Fédération des Familles d'Accueil du Québec
FFPANS	Federation of Foster Parent Associations of Nova Scotia
FPAY	Foster Parent Association of Yellowknife
GBCC	George Brown Community College
IA&ND	Indian Affairs and Northern Development
LL	Legislative Library
MAS	Ministère des Affaires socials
MCSS	Ministry of Community and Social Services
MED	Ministry of Education
MFPA	Manitoba Foster Parents Association
MHEA	Manitoba Home Economics Association
MHR	Ministry of Human Resources
MTCAS	Metro Toronto Children's Aid Society
NBFPA	New Brunswick Foster Parents Association
N/LFPA	Newfoundland/Labrador Foster Parent Association

IDENTIFIER ABBREVIATIONS (Continued)

NOVA	NOVA University, Fort Lauderdale, Florida
NWG	National Welfare Grants
OACAS	Ontario Association of Children's Aid Society
OFPA	Ontario Foster Parent Association
SFPA	Saskatchewan Foster Parent Association
SSD	Social Services Directorate
UISU	User Information Services Unit
YIWA	Yukon Indian Women's Association

IMPACT
THE NEWSLETTER OF THE FOSTER PARENT EDUCATION NETWORK
Produced by The Institute For The Study Of Children And Families
Eastern Michigan University
Spring 1980

Survey on Abuse and Neglect in Foster Care

by Patricia Ryan

As part of a project to prevent abuse in foster care funded by the National Center on Child Abuse and Neglect, the National Foster Care Education Project surveyed all 50 states. Forty-three states responded by mail. The other seventeen were called and the questionnaire filled out from the information received over the phone. The 50 states reported a total of 137,369 family foster homes. These data did not include Washington, D.C., Puerto Rico or other territories outside of the jurisdiction of any of the 50 states. Each state was asked to report on licensing or screening procedures, complaints and foster family training policies in discipline and procedures when a complaint had been substantiated. Twenty states sent licensing procedures dealing with discipline policies or discipline and procedures when a complaint had been substantiated. Twenty states sent licensing procedures.

Complaints Against Foster Homes

Unfortunately, a significant number of children are abused or neglected while in foster care. The extent of abuse is unknown. The Vera Institute's study of abuse in New York City substantiated abuse in New York City supports a rate of 8 per 1,000 children in care, approximately twice that for the population of children as a whole. The data collected by the National Foster Care Education Project was not complete enough to support a valid comparison of rates of substantiated abuse in foster homes. Each state was asked to specify the number of abuse complaints against foster homes per year and the number of those complaints which were substantiated on the basis of the investigation. Thirty-seven states provided data. The number of complaints ranged from a low of 1 per year in Wyoming to a high of 1,000 in New York. Substantiated abuse rates per 1,000 foster homes ranged from 1.2 per 1,000 to 67 per 1,000. Substantiated abuse rates per 1,000 foster homes and the number of foster children, as was the case in the Vera Institute study.

Discipline Policies

Eleven states responded that they had no discipline policy for foster families. Of those who did, the policies differed in 11 states (30% of those with a policy). Only one respondent reported that the state discipline policy was the only one foster parents received. Twelve states provided a list of items of discipline which are prohibited. Most frequently prohibited were physical abuse, humiliation, deprivation of necessities or punishment, verbal abuse, and corporal punishment. Other policies prohibited the use of medications, restraining devices, confining a child in a room, withholding food, withholding mail or visitors, and requiring a child to work.

Suspected Foster Home Abuse

Forty states have laws requiring that suspected abuse in foster homes be reported. Twenty-one states require that the report be made to the state child protective agency. Other states require reports to be made to the police, the child's social worker, the foster parent's social worker, or the local child welfare agency. Twenty-three states require that the person making the report identify himself or herself. Ten states require that the person making the report be told the outcome of the investigation. Twenty-two states require that the foster parents be told that a complaint has been made against them. Twenty-two states require that the foster parents be told the outcome of the investigation. Twenty-two states require that the foster parents be told that a complaint has been made against them. Twenty-two states require that the foster parents be told the outcome of the investigation.

(Continued Page 8)

ORIGINAL

Impact

Many people have volunteered to work on editing Impact and organizing this year's meeting of the Network. The Institute for the Study of Children and Families at Eastern Michigan University has paid for printing and mailing this issue. Fifteen hundred copies are being distributed as widely as possible to people who are interested in foster care education. We need your help to be able to publish future editions and distribute them. Please fill out the form and mail your contribution today.

MAIL TO:
IMPACT
Institute for the Study of Children and Families
Eastern Michigan University
Ypsilanti MI 48197

Name _____

Phone ( ) _____

Program or Agency _____

Mailing Address _____

_____

City, State _____ Zip _____

Enclosed please find

$____ Contribution toward publication of IMPACT

(Make checks payable to Eastern Michigan University)

Please contact me for

___Help in editing and publishing IMPACT

___Writing an article for IMPACT

More about next year's meeting

Patricia Ryan is editor of the third issue of IMPACT. She is Director of the Institute for the Study of Children and Families at Eastern Michigan University and Director of the National Foster Care Education Project.

IMPACT:
The occasional Newsletter of the Foster Parent Education Network is published by the Institute for the Study of Children and Families at Eastern Michigan University.

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IMPACT

ACLU OBTAINS CONSENT DECREE

Foster Parent Education Mandated

The American Civil Liberties Union brought suit against the Jackson County Office of the Missouri Division of Family Services on March 28, 1977. Plaintiffs in the action were children in foster care in the custody of the county office. The suit challenged foster care practices and policies as violating the rights of these children to be protected from harm as secured by the United States Constitution and by Title IV of the Social Security Act. On April 20, 1979 the Court certified this case as a class action for injunctive and declaratory relief. The case was scheduled for trial on May 9, 1983. Michael B. Mushlin and Lauren Anderson of the ACLU and Candance Zierdt, Legal Aid of Western Missouri and personnel of the States Attorney General's office entered into a consent agreement signed by Russell G. Clark, Chief Judge, United States District Court. Part of the relief was the mandate for foster parent education.

The consent decree states all foster parents shall receive special training in the parenting skills needed to raise a foster child in order to lessen the likelihood of abuse or neglect of foster children and to reduce the frequency of movements of foster children. Prior to licensing, all foster parents must complete a 12 hour course. All foster parents must receive at least 10 hours of training per year and no foster parent's license may be renewed unless they have received the requisite number of hours of training. Within the next two years all presently licensed foster parents must take a 30 hour course in the prevention of abuse and neglect of foster children and appropriate methods of discipline. All foster parents licensed after the signing of the decree must take the course within the first year. All training must be provided at no cost to the foster parent.

Pre-service training must at a minimum provide foster parents with knowledge of the structure of the agency, the role of the caseworker, applicable agency regulations, the special needs of foster children, the need to work with the natural parents of the child, appropriate discipline methods, and alternatives to corporal punishment and the importance of utilizing medical, dental, educational and other community resources.

The curriculum and written materials to be used for in-service training shall be developed and supervised by qualified Department of Family Services personnel or by outside consultants with previous experience in foster parent training.

In addition to foster parent training the consent decree requires:

1. Modification in licensing procedures including training for licensing workers.
2. Proper matching of foster children with foster parents in conformity with licensing restrictions for that home and with the foster parents' expressed preference. Placement workers will receive special training. The worker will document in writing why a particular foster home is recommended for a child.
3. Preparation of the foster child for each new placement, providing the child with as much information about the prospective foster family as is possible including photographs when feasible. The worker shall prepare a life book with the foster child.
4. Preparation of the foster family by providing them with the reasons for the child being in care, the child's relationship with his/her natural family, any psychological or behavioral problems the child may have and the child's complete medical history in writing.
5. Pre-placement visits including the child, case worker, child's natural parents or other appropriate member of the natural family, all persons living in the foster home. Whenever possible a second preplacement visit, preferably overnight should occur.
6. Supervision of placement shall include a case worker visit to the family foster home within 24 hours after placement and weekly for the first month and at a minimum of once every two weeks thereafter. Telephone contact is not an acceptable substitute for a face-to-face visit. The worker must meet with the child alone and in the presence of the foster parents.
7. Supervision of agency staff shall include a review of all records on a monthly basis to ensure foster homes are being properly supervised and to assist in identifying and rectifying any problems.
8. Ban on corporal punishment by foster parents against foster children and assistance in developing alternative disciplinary techniques.
9. Elimination of over crowding through harmful placement of more than six foster children in a home with the exception of sibling groups with certain restrictions dependent on age of the children.
10. Increases in the rate of reimbursement [illegible] determined by the state legislature the Department of Family Services must request and lobby for an amount equivalent to that determined by the United States Department of Agriculture as necessary to adequately care for children in urban areas of the region of the country.
11. Restriction of case load size to 20 to 25 children per worker. Ratio of immediate supervisors to workers should be one to seven.
12. Additional training for workers shall include both formal pre service and in service programs.
13. Medical care will include enrollment of each foster child in either a health maintenance organization or prepaid health plan a complete medical examination within 24 hours of entering care and dental, hearing and eye exams within one month.
14. Provision of essential services to treat psychological, emotional and intellectual problems that any foster children may suffer.
15. Permanency planning including written service agreement, weekly visits between parent child and siblings unless documented to be impossible or not in the best interests of the child.
16. Establishment of a uniform case record.

For a copy of the 43 page consent decree write:
Lauren Anderson
American Civil Liberties Union
132 W. 43rd Street
New York, New York 10036

Institute Receives Abuse Prevention Grant

National Foster Care Education Staff seated Stefan Gergonetti, graduate assistant Emily Jean McFadden Associate Director Standing from left to right Patricia Ryan Director Lucy Graff graduate assistant Jan Tomlinson secretary Carolyn Mahi student assistant

The National Center on Child Abuse and Neglect has funded a two year project to reduce the incidence of abuse in foster care. The Institute for the Study of Children and Families at Eastern Michigan University in cooperation with the Department of Social Work will develop a 30 hour curriculum for foster parents, entitled Fostering Discipline, and a 16 hour curriculum for foster care workers, entitled, Prevention of Abuse in Foster Care. These curricula will be based on the extensive work already done at Eastern in foster care education. In addition to the focus on alternatives to physical discipline, the curricula will examine the dynamics of sexual abuse and adolescent abuse, emerging areas of concern among child welfare workers.

The developed material will be tested and refined in six of the federal regions with the cooperation of the Regional Resource Centers on Children and Youth Services. States within each region will send trainers of both foster parents and foster care staff to a week long training for trainers. Each of the participating states will then offer the training on at least one location. Project staff will monitor the training. This model will not only provide a variety of test situations to assure the training is appropriate in diverse geographical regions with different problems and varied foster care systems, but will ensure that the curricula will have wide dissemination during the life of the project. The final curricula will be published through the Child and Family Publications Division of the Institute.

Although a great deal of work has been done in preventing abuse in families and in preventing abuse in institutions, very little has been done to prevent abuse in family foster care. Project staff welcomes comments and suggestions, write Pat Ryan or Jean McFadden.

National Foster Care Education Project
Institute for the Study of Children and Families
Eastern Michigan University
Ypsilanti, Michigan 48197

Capsule Reports

The New England Regional Network has [illegible] since the national meeting last May. Persons interested in broadening their concern to include training of adoptive parents, post consultation, problem solving, resource sharing and exchange and training of trainers. Call Mary Jo de Simone, Child Care Center, 420 Pond Street, Boston, Plain, Massachusetts (021 [illegible]

National Foster Care Education Regional Training for Trainers is scheduled for the weekend:
June 13, 1983 in Milwaukee
June 20, 1983 in Denver
August 1, 1983 in Seattle
Call Pat Ryan, National Foster Care Education Project, Eastern Michigan University, Ypsilanti, Michigan 48197 (313) 487-0372

Foster Parent Educators NETWORK Meeting

A meeting for NETWORK members is scheduled for Wednesday, May 4, 1983, 9:00 a.m. to 5:00 p.m. in Norfolk, Virginia.

See page 3 for details and registration.

FROM THE BOOKSHELF

Prevention in Foster Family Care
READINGS AND RESOURCES

A Study of the Handling of Child Abuse and Maltreatment of Foster Children in New York City. New York: Corruption Prevention and Management Review Bureau, 1982.

Felker, Evelyn, *Raising Other People's Kids.* Grand Rapids, Michigan: Eerdmans Publishing Company, 1981.

Gil, Eliana, *Foster Parenting Abused Children.* National Committee for Prevention of Child Abuse, 1982.

Gil, Eliana and Sally Haskell, *A Foster Parents' Guide to Working with Abused and Neglected Children.* San Francisco: Child Abuse Council, 1980.

Gil, Eliana, *Prevention of Child Abuse and Neglect of Children in Out-of-Home-Care.* San Francisco: Child Abuse Council, 1979.

Jane Adams College of Social Work, *Guidelines for Licensing Family Foster Homes.* Richmond, Virginia: Continuing Education in Social Work, Commonwealth University, 1982.

McFadden, Emily Jean, *Fostering the Battered and Abused Child.* Ypsilanti, Michigan: Eastern Michigan University, 1978.

Protection of Children in Foster Family Care: A Guide for Social Workers. New York: Vera Institute of Justice, 1982.

Stovall, Bonnie, *Child Sexual Abuse.* Ypsilanti, Michigan: Eastern Michigan University, 1982.

Vosnik, Carolyn, *Guiding the Sexual Development of Your Foster Child.* Ypsilanti, Michigan: Eastern Michigan University, 1978.

Zielart, Margaret, *Adolescent Abuse.* Ypsilanti, Michigan: Eastern Michigan University, 1982.

Survey on Abuse and Neglect in Foster Care

(Continued from Cover)

Training

Twenty-four states reported that they require pre-service training for foster families. The number of hours required ranged from 3 to 40 or an average of 11 hours. Three states did not report the number of hours required and are not included in this analysis. Thirteen states reported requiring in-service training for foster parents. The range of hours required is 4 to 16 with an average of 8 hours of in-service. Three states did not specify number of hours and one state requires 24 hours over 2 years. These states were not included in figuring the average. Combining in-service and pre-service training, altogether 30 states require some foster parent training. Eleven states reported that foster parent training included specifications of the limits of discipline and 10 states reported inclusion of discussion about alternatives to physical discipline.

Worker Training

Looking at in-service training for foster care workers, 12 states reported worker training included the discipline policy, 13 states reported training included ways of spotting existing or potential discipline problems in the foster family, 4 reported training to handle complaints and suspicions, and 10 report training to develop appropriate discipline techniques for helping foster families.

Handling Complaints

Typically states reported that abuse complaints were referred to protective services and/or investigated in-house. Forty-six states reported removal of children as most likely response to substantiated abuse, 42 states reported closing home or suspension of license, and 34 states reported that a report would be filed with the central registry. Forty-two states reported that in some cases, remediation would be attempted to maintain the placement most often if it was a first offense or was of a minor nature (19 states) or if it were a long term placement (13 states).

These data suggest that there is a great need for improvement to protect children in foster care from abuse. In examining the incidence of substantiated abuse complaints against family foster homes, the wide variation in rates raises several questions. Is there substantially more abuse in some states? Are some states monitoring family foster homes more carefully? To what extent do agencies move children or close homes when abuse is suspected rather than go through the process of substantiating the complaint? Further analysis of the data is needed to determine if there is a relationship between the nature of a states disciplinary policy and the rate of abuse, and the relationship between foster care education, for both case workers and foster parents, and abuse.

Examination of the discipline policies suggest that even those states with policies frequently do not provide acceptable alternatives for foster parents. Twenty states do not require any foster parent education so that there is no systematic opportunity for foster parents to explore appropriate ways of disciplining children or developing realistic expectations about children's behavior at various stages of development.

Regional Network Representatives

Network representatives are needed for Regions I, Region X. If you are interested, or if you know in these Regions who is interested, be sure persons in Region IV and X who will be at Network Meeting in Norfolk, VA. on May 4th

Region I
Marc Jacobs, Director
Specialized Foster Care/ Adoption
Family Life Program
Nazareth Child Care Center
420 Pond Street
Jamaica Plain, MA 02130

Helen P. Spence, State Coordinator
Foster Parent Training
Dept. of Social Services
150 Causeway Street
Boston, MA 02114

Region II
Larry Novak, Foster Parent Representative
State of NJ, D Y F S Training Program
Rt. 1 Box 110
Sussex, NJ 07461

Region III
Beverly Burton, Foster Care & Adoption Supervisor
Bureau of Child Welfare
8007 Discovery Drive
Richmond, VA 23288

Region IV
VACANT

Region V
Pat Ryan, Director
Institute for the Study of Children and Families
Eastern Michigan University
Ypsilanti, MI 48197

Region VI
Carolyn Rodriguez, Consultant
P O Box 33131
San Antonio, TX 78233

Region VII
Heather Craig, Consultant to Midwest States
NOVA Foster Parent Project
3137 W Summit Blvd
Lincoln, NB 68506

Region VIII
Donald Schmid, Department Administrator
Children & Family Services
N Dakota Dept. of Human Services
State Capitol
Bismarck, ND 58505

Region IX
Pearl O. Pace, Program Director
Foster Care Support Services
L A. City D P S S
1326 West Imperial Hwy
Los Angeles, CA 90044

Region X
VACANT

The Children's Home Aid Society of Illinois announces

A CENTENNIAL COMPETITION

A call for papers on child welfare issues, practice, supervision and management.

Eligibility: Anyone interested in child welfare and family issues

Deadline: Papers must be submitted by September 30, 1983.

For Further Information: Centennial Committee, Betty Papangelis, Director of Training, 1122 N. Dearborn Street, Chicago, Illinois 60610. (312) 944-3313.

CALL FOR ARTICLES ON IMPACT OF FOSTER PARENT TRAINING

The next issue will focus on evaluation of impact of foster parent education and training including strategies, techniques and outcomes. Send articles by September 1, 1983 to:

Pat Ryan
National Foster Care Education
102 King Hall
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-0372

If you are interested in editing this issue, let know.

Preliminary Statement of Network Goals

by Carolyn Rodriguez

Participants in the 1982 Network meeting discussed the necessity of a clear statement of goals. Carolyn Rodriguez prepared and distributed to participants a preliminary draft. This was revised on the basis of participant comments. The revised version follows. Discussion and adoption of this statement will be a primary agenda item at the May meeting. If you can't attend you may want to submit your comments to Pat Ryan, Institute for the Study of Children and Families, Eastern Michigan University, Ypsilanti, MI 48197.

Statement of Goals

The Network has established the following goals as a premise for its work in developing and supporting foster parent education programs. Methods for delivery of such programs should ensure quality content, preferably with an opportunity for foster parents to experientially apply techniques and approaches, and ensure the most foster parent participation possible. The goal and its principles acknowledge foster parents as colleagues in the foster care system, and strongly support their professional growth and development in their role.

Principles

Pre-Service Education for Foster Parents

- Ensure foster parents' knowledge of their roles in the foster care system.
- Ensure foster parents' knowledge of the roles of other participants in the foster care system, with specific emphasis on the social worker, the child's biological family and the child.
- Emphasize the knowledge and skills necessary for foster parents' participatory involvement in the foster care team, working toward the eventual objective of permanency for the child.
- Emphasize the knowledge and skills necessary for maximizing growth and development of children.
- Provide knowledge of the importance of the child's biological family, emphasizing the significant relationship of the child's past to the present and future development.
- Emphasize reunification with the child's biological family as a first goal with foster family care as a temporary while meaningful part of the permanency planning process.

In-Service Education for Foster Parents

- Include knowledge and skills in providing care to children with a variety of special needs.
- Emphasize the knowledge and skills for foster parents to recruit, educate and participate in the development of other foster families.
- Emphasize the importance of foster parents' participatory involvement in assessing their own learning needs and developing professionally in their role.
- Include knowledge and skills for leadership and effective child advocacy.

Annual Meeting of NETWORK Scheduled for Virginia

Each year since 1977, people interested in foster parent education have met annually to discuss their common concerns and share what was happening in their region of the country. For the past few years the group has formally called themselves the NETWORK of Foster Parent Educators and published IMPACT.

This year, as in the past, the National Foster Parent Association has provided space at their annual training conference for our meeting. The agenda is still tentative but will include discussions of the many issues facing foster parent educators. Part of the agenda will be devoted to a discussion of the goals of the organization. (See article on this page.) People who are interested in attending the meeting, 9:00 a.m. to 4:00 p.m. on May 4th, should fill out the registration form on this page. There is room on the form to include discussion topics for the agenda and to request time for 15 minute presentations on topics of interest to the group.

Persons who are unable to attend may notify their regional representatives of concerns they would like to share with the group or write Pat Ryan.

Like every other group of people attempting to accomplish similar tasks, foster parent educators need a forum to share concerns and successes. We hope to see you in Virginia. If you can't make the meeting, let us hear from you and send us material to be included in IMPACT.

– REGISTRATION FORM –

Foster Parent Educators NETWORK Meeting
May 4, 1983

In conjunction with National Foster Parent Association
Training Conference
Norfolk, Virginia

NOTE: You must register for the National Foster Parent Association Training Conference to participate in the NETWORK meeting.

Name _____ Phone No. ( ) _____

Agency _____

Address _____

City, State, Zip _____

Suggested Topics for Agenda: _____

_____

_____

☐ I would like 15 minutes on the agenda to present: _____

_____

_____

_____

☐ I would like the opportunity to get together with a few other people to discuss: _____

_____

_____

_____

Please send NETWORK meeting registration to:
Patricia Ryan
Institute for the Study of Children and Families
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-0372

*This registration form is only to reserve your place at the NETWORK meeting. You must also register separately for the Norfolk Conference.

Foster Parent Educators
NETWORK MEETING

Scheduled For
Wednesday, May 4, 1983
9:00 a.m. to 5:00 p.m.

As Part Of The 1983
13th Annual
National
Foster Parent
Training Conference
May 4-7, 1983

Omni International Hotel
Norfolk, Virginia

You must register for the National Foster Parent Training Conference in order to attend the NETWORK meeting. To reserve a place at the NETWORK meeting, fill out form on this page. For conference registration materials write National Foster Parent Association, Inc. Post Office Box 257, King George, Virginia 22485.

COMPENDIUM

OF

FOSTER CARE TRAINING INITIATIVES

VOLUME II
FOSTER CARE TRAINING STUDY
HEALTH AND WELFARE CANADA

PREPARED BY:
HELENE M. BATES
SPECIAL CONSULTANT

MAY 31, 1983

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SECTION I: LISTING OF CONTACT PERSONS

CANADA

ALBERTA

Alberta Social Services and Community Health

- Sheldon Maerov
  Program Supervisor, Foster Care
  Children's Services Program
  7th Floor, Center West
  10030 - 107 Street
  Edmonton, Alberta
  T5J 3E4 — 403-427-6419

- Linda Williams, Children's Services Program
  (same address as above) — 403-427-7584

Alberta Foster Parent Association

- Dennis Turner, President
  P.O. Box 1885
  Wainwright, Alberta
  T0B 4P0 — 403-842-2800

- Linda Peereboom, Executive Assistant
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  Wainwright, Alberta
  T0B 4P0 — 403-842-4511

BRITISH COLUMBIA

Ministry of Human Resources

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  Coordinator, Foster Care
  Family and Children's Services
  Ministry of Human Resources
  614 Humboldt Street
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  V8W 3A2 — 569-387-3210

British Columbia Federation of Foster Parents

- Leona Pedosuk
  Education and Training Coordinator
  Room 24, 800 Cassiar Street
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MANITOBA

Department of Community Services and Corrections

- Gloria Plesniarski
  Foster Care Co-ordinator
  Child and Family Services Directorate
  831 Portage Avenue (3rd Floor)
  Winnipeg, Manitoba
  R3G 0N8 — 204-775-9761

Manitoba Foster Parents Association

- Leah McCallum, President
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  Dauphin, Manitoba
  R7N 2S5 — 204-638-6306

- Gloria Belliveau, Public Relations
  387 Chalmers Avenue
  Winnipeg, Manitoba
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NEW BRUNSWICK

Department of Social Services

- Reuben Orenstein
  Coordinator Residential Services
  Personal Social Services Division
  P.O. Box 6000
  FREDERICTON, New Brunswick E3B 5H1 — 506-453-2950

New Brunswick Foster Parent Association

- Claire MacIntyre, President
  Box 252
  EEL RIVER CROSSING
  E0B 1P0 — 506-826-2745

NEWFOUNDLAND

Department of Social Services

- Mrs. Jean Wells
  Coordinator, Child Welfare Services
  (same address as above) 709-737-2668

Newfoundland/Labrador Foster Parent Association

- Helen Doull, President
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  Poach Cove, Newfoundland
  A0A 3L0 709-335-2991

NORTHWEST TERRITORIES

Department of Social Services

- Mary Beauchamps
  Program Officer 403-873-7312
  (same address and location)
  (Supervisor: Adoption/Foster Care/Children in Care Programs)

Foster Parent Association of Yellowknife

- Nancy Morrison
  President
  5301 - 49 Street
  YELLOWKNIFE, Northwest Territories

NOVA SCOTIA

Department of Social Services

- Beverly d'Entremont
  Supervisor, Child Abuse Register
  Family and Children's Services
  P.O. Box 696
  Halifax, Nova Scotia
  B3J 2T7 902-424-6798

Federation of Foster Parents Associations of Nova Scotia

- Norm Stubbington, President
  185 Cusack Drive
  Sydney, Nova Scotia
  B1P 3W6 902-539-5752
  (also current President, Canadian Foster Parent Association)

ONTARIO

Ministry of Community and Social Services (MCSS)

- Greg O'Neill
  Provincial Foster Care Coordinator
  Project Management and Implementation Planning Unit
  Operational Support Branch
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  Toronto, Ontario
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- Holly Goren Laskin
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  (same as above)

Ontario Association of Children's Aid Societies

- George Caldwell, Executive Director
  2323 Yonge Street, Suite 505
  Toronto, Ontario
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Ontario Foster Parent Association

- Donna Bonnifero, President
  189 Cathcart Street (Apt. 2)
  Sault-Ste-Marie, Ontario
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PRINCE EDWARD ISLAND

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- Jim (James) Mair
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  Charlettetown, P.E.I.
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P.E.I. Foster Parents Association

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  Summerside, P.E.I.
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QUEBEC

Ministère des affaires sociales

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  Chargée de programmes
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Fédération des familles d'accueil du Québec

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  418-338-2789

SASKATCHEWAN

Department of Social Services

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Saskatchewan Foster Parent Association

- Ron Klein, President
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- Marilyn Olson, Secretary
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YUKON TERRITORY

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UNITED STATES OF AMERICA

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Eastern Michigan University

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Child Welfare League of America

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ENGLAND

o Susan Weil
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Foster Care Education Project
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SECTION II. MAJOR STANDARDIZED CANADIAN TRAINING ACTIVITIES

A. Train the Trainer (New Brunswick)

1. Train the Trainer Model:

- o Background:
  - module implemented once or twice per year since 1979, based on regional needs.
  - materials utilized had not been consolidated into a training manual as such.
- o Current development
  - Human Resource Development Officer and Coordinator Foster Care (Fredericton Region) reviewed needs, priorities, regional disparities, and available manpower to determine future adaptation of model province wide.
  - the Human Resource Development Officer in conjunction with Coordinator Foster Care Services approached Regional Directors for their endorsement of - Train the Trainer Orientation and Pre-Service Modules.
  - purpose:
    - achieve consistent use of training modules intraprovincially to standardize training in the future.
    - Human Resource Development officer remains key or master trainer, thus assuring greater continuity and consistency with training program delivery.
  - Program design
    - schedule courses for early spring and early fall yearly.
    - schedule 2 - 2½ days concurrently.
    - involve s.w. and key f.p. (Course designed for foster home workers particularly but could be adapted for trainers in family service groups or child protection.)

- **Train the Trainers Manual**
  - completed design of a consolidated training manual (Oct. 82)
  - manual and materials available in both official languages.
- Training goals:
  - help trainer become comfortable in role
  - identify skills required by trainers
  - provide opportunities to practice skills (experimental learning) and utilize training materials effectively.
- Evaluation
  - pre-test and post test for social worker
  - on-going through program (practice skills during the week, de-brief in next weekly session)
  - give feedback informally
  - evaluation form completed at end of module
  - incidental evaluation: f.h. workers report back on noticeable changes while supervising foster parents who have completed training.
  - follow-up session: upon request from each individual group, a three month "call back" session is organized to assess skills developed and determine future training needs.

B. T.R.U.S.T. Training Package (Ontario)

1. Trainer's manual entitled: TRAINING RESOURCES IN UNDERSTANDING, SUPPORTING AND TRAINING ABUSED CHILDREN (T.R.U.S.T.)

   - o A curriculum guide to conduct organized presentation to target groups.
   - o Authors: Ross Dawson and Eleanor Wilde, March 1979
   - o Prepared for: Ministry of Community and Social Services, Children's Services Division, as part of a series of training manuals or a core curriculum entitled: TRAINING PROGRAMS FOR CHILDREN'S AID SOCIETIES ON CHILD ABUSE.
   - o Focus:
     - train foster parents, child care and other professional personnel who provide services to abused children.
   - o Content:
     - 15 session outline: each containing a description of goals and objectives, suggested activities, exercises and resource material.
     - resource kit section: provides information on reference materials, bibliography, listing of films and general rules for training.

- o Other training manuals available in this series.
  - INTRODUCTION AND READINGS, Vol 1 (Aug 80)
  - FRONT-LINE PROTECTION STAFF, Vol 2 (Aug 80)
  - TRAINER'S MANUAL, FRONT-LINE PROTECTION STAFF, Vol 3 (Oct 80)
  - SUPERVISORS, Vol 4 (Nov 80)
  - WORKING WITH ADOLESCENTS, Vol 5 (Jan 82)
  - WORKING WITH THE FAMILY, Vol 6 (Jan 82)
  - SEXUAL ABUSE, Vol 7 (Sept 82)
- o Availability:
  - Stephen Handler
    Planning Coordinator
    Project Management and Implementation
    Planning Unit
    Operational Support Branch
    700 Bay Street (9th Floor)
    Toronto, Ontario
    M7A 1E9 (416) 968-8067

C. **Foster Parent Certificate Program (Ontario)**

1. Location: George Brown College of Applied Arts and Technology, Toronto, Ontario.

- o Contact person - Sandy Fishleigh
  Coordinator, Foster Parents Program
  P.O. Box 1015, Station "B"
  Toronto, Ontario M5T 2T9
  Telephone: 416-967-1212 (Ext. 4228)

2. Background

- o Program designed by a committee of representatives from the two Children's Aid Societies involved, child care worker and college instructors.
- o Program originated in 1978 and involves instructors from the college system - two of which are also foster parents.

3. Admission requirements

   - o "Employment as a foster parent by a recognized agency."
   - o "Referral from Metro Toronto Children's Aid Society or Catholic Children's Aid Society."
   - o "Secondary school diploma or equivalent or mature student 19 years old and older."

4. Program focus: to provide basic knowledge and skills enabling foster parents to understand and cope with behaviours of children in care.

5. Program design:

   - o Designed as an educational program consisting of academic courses and an evaluation of fostering competencies.
   - o Four courses, two of which can be taken each year.
   - o An evaluation of fostering skills required in the second year.

6. Courses offered

   - o Human Growth and Development
   - o Child Management I and II
   - o The Foster Parent and the Community

D. <u>Knowledge Network Teleseries (British Columbia)</u>

1. KNOWLEDGE NETWORK TELEVISION BROADCASTS

   - o Referred to as "Know Series".
   - o Model
     - public education television programming through interactive television beamed via ANIK B SATELLITE

- Goals
  - draw together variety of consumers (interested individuals - fp/sw/educators) at local learning center for joint training;
  - provide accessible - distance learning opportunities via satellite broadcast;
  - stimulate/support "group learning" and individual at-home learning.
- Sponsorship.
  - Knowledge Network is contracted by BCFFPA to direct the production. Content is organized/ developed/produced by JFCT Comm and other resource persons.
  - Guidelines for Community Involvement - suggestions developed by JFCT Committee to facilitate learning experience in support of this training medium.
- Telecasts:
  - Effects of Separation and Emerging Behaviors
    - 3 part series presented by Dr. Ron Tinney University of Victoria in May/June, 1982.
    - Videotape available through MHR library.
  - Responding to Behaviors of Foster Children
    - 3-part series presented by f.p. and community resource persons.
    - Series addresses behaviors of the pre-schooler - teens - handicapped children.

- "Fostering the Sexually Abused Child".

  . currently under development as a 5-part series.

  . target completion date: Spring 1983.

  . resource person: Amy Napier-Henry, Region 17.

  . modules:

    - Guiding and Understanding Sexual Development of Pre-School Child
    - Answering Child's Question re Birth
    - Pregnancy
    - Copulation
    - Issues of Puberty
    - How to Live with Sexually Abused Child
    - Sexually Abused Child Prevention.

  . goal: to involve Day Care and B.C. Council for the Family in the future.

E. Foster Care Orientation Program (Alberta)

1. A basic orientation model was developed by the Provincial Training Committee, in September 1982, for standard application/adaptation by regional and district offices.

2. Implementation of the recently developed model has and is taking place province-wide using the **Basic Orientation Handbook** as a primary guide.

3. Orientation handbook design:

   o 13 separate topical sections:

     - How children come into care
     - Expectations of foster parents
     - Role of foster care worker
     - Roles and responsibilities of child care workers

- Separation anxiety/grieving process/foster family
- What types of children enter foster care
- Types of foster homes
- The biological family and foster care
- Effects of foster children on existing and future family dynamics
- Departmental attitudes on child management and discipline
- Legal responsibilities for the child
- Financial supports and responsibilities
- Role of F.P. Association

4. Program evaluation:

   o On-going through user feedback to regional foster parent training coordinators

   o Provincial Training Committee will monitor, revise and update content and instructional techniques periodically.

   o Baseline feedback on Orientation Handbook targetted for early 1983.

F. Parent Enrichment Program (Lethbridge Community College, Alberta)

1. Developed through the Family Studies Program Division by the Coordinator of Family Studies (1978).

   o Format:

   - no formal instructors manual however a curriculum guide was compiled.

- o Adaptation:
  - this model is used in the Medicine Hat Community College and adapted for training native foster parents on the Blood Reserve.
- o Contact: Audrey Cartwright Co-ordinator,
  Family Studies Program
  Lethbridge Community College
  Lethbridge, Alberta
  (403-320-3314)

G. Techniques of Foster Parenting (Quebec)

1. A series of modules being developed by the Community College of Victoriaville in Quebec in collaboration with the Federation of Foster Families and the Ministry of Social Services. The first two modules - Child Development and Child Management Techniques were completed in 1982.

SECTION III. MAJOR INTERNATIONAL TRAINING PROGRAMS

A. Eastern Michigan University (E.M.U.), Foster Parent Education Program (U.S.A.)

1. Location:

   - o Institute for the Study of Children and Families
     Eastern Michigan University
     Ypsilanti, Michigan 48197 Phone: 313-487-0372

2. Director: Patricia Ryan

3. Publishes: **IMPACT** - a newsletter of the Foster Parent Education Network; 2 to 4 times per year.

   - o Subscription available for $12.00 per year.

4. E.M.U. Model

   - o Extensive curriculum in nineteen 20-hour modules; each module averaging an 8-week term.

5. Objectives of the training model:

   - o Stress practical implications of course content for foster parents.

   - o Develop extensive curriculum to upgrade general compentencies and understanding of foster parents and to develop specialized training material.

   - o Develop program with participation from

     - University Faculty of Sociology, Social Work, Home Economics, Psychology and Special Education.

     - private and public child welfare agencies personnel.

     - specialists in mental health, mental retardation, physical disabilities.

     - community college instructors.

     - foster parent associations.

- o Establish procedures leading to service delivery system utilizing community colleges and foster parent as instructional staff and providing for flexible adaptation of the model.

- o Assure high level of standardized service delivery and sensitivity to local needs.

  - administrative structure centralizes quality control of curriculum development with instructor orientation.

  - coordinators at participating community colleges work with other colleges serving various counties, review needs, liaise with community agencies and foster parents, etc.

- o Maintain continuous contact with all social service agencies and foster parent associations concerned.

- o Develop certification procedures giving foster parents accreditation for attendance.

- o Develop mandatory training regulations.

6. Curriculum designed and material available.

   - o **Basic instructor's workbook: Seventeen course Outlines for Foster Parent Training.**

     - the publication includes introductory material and a course outline (goals, objectives, content and format) for each of the courses offered, i.e. -

       . fifteen courses of twenty hours of classroom instruction.

       . two courses - Fostering the Child with Mental Retardation and Fostering the Emotionally Impaired Child of forty hours of classroom instruction.

     - bibliography on suggested readings and multi-media materials follow each separate module.

- **Instructor and student workbooks available.**
  - ISSUES IN FOSTERING, Patricia Ryan
  - FOSTERING TEENAGERS, Donald Loppnow
  - FOSTERING THE BATTERED AND ABUSED CHILD, Emily Jean McFadden
  - TRAINING FOSTER PARENTS TO HANDLE LYING AND DISHONESTY, Patricia Ryan
  - LEGAL ASPECTS OF FOSTERING, Joseph Findling
  - TRAINING FOSTER PARENTS TO HANDLE DESTRUCTIVE BEHAVIOR, Patricia Ryan
  - GUIDING THE SEXUAL DEVELOPMENT OF THE FOSTER CHILD, Carolyn Veresh
  - FOSTERING THE CHILD WITH MENTAL RETARDATION, Martha Dickerson
  - WORKING WITH NATURAL FAMILIES, Emily Jean McFadden

Note: Each workbook provides a series of discussion questions and activities.

7. Certification

   - o Foster parents are given credit for completion of fifteen of the twenty hours scheduled.
   - o Upon completion of four classes (eighty hours of instruction) participants receive a certificate from Eastern Michigan University recognizing their achievement.
   - o Agencies are notified of each class a foster parent completes and their receipt of a certificate.

8. Description and status report - June 30, 1979 (Foster Parent Training Program)

   - o Discusses and outlines:
     - Program Goals and Objectives
     - Curriculum Overview
     - Educational Philosophy and Techniques
     - Service Delivery System
   - o Available from: E.M.U., same address (A.#1)

B. <u>NOVA Foster Parent Project</u> (U.S.A.)

1. Location:

   - o NOVA University
     3301 College Avenue
     Fort Lauderdale
     Florida 33314 Phone: 305-475-7660

2. Director: Ronald D. Simon

3. Curriculum and Training Consultant: Eileen Mayers Pasztor.

4. NOVA model

   - Provides assistance to child welfare agencies in foster parent recruitment, selection and training; social worker training; and development of monitoring and evaluation systems by:

     - working with agency staff in developing an effective recruitment program.

     - training licensing/approval staff in NOVA procedures and techniques for selection, training and retention.

     - training selected personnel to use NOVA curriculum and to develop training skills

     - training protection service personnel to coordinate compatible service delivery approach with foster care training.

5. Basic principles

   - Believe that foster parent training should be given prior to licensing, thus programs set up screen and train foster parents simultaneously.

   - Belief in major differences between general parenting and foster parenting.

   - Strong commitment to teamwork in the consultation and training process in adapting NOVA material to the needs and strengths of the agency.

   - Advocacy for resource sharing, flexible adaptation of NOVA material and utilization of other training curricula.

   - Modeling and positive reinforcement are the basis of training.

6. Consultation/training process:

o Seven training sequences offer a range of 16 workshops: "the agency staff are assisted in moving step by step through various stages inherent in the development of an effective foster care delivery system."

- Step 1: An Introductory Overview - NOVA Foster Care Philosophy

- Step 2: Development of a Consensus of View on the Foster Care System

- Step 3: Improving Foster Parent Recruitment and Retention

- Step 4: Increasing Agency Training and Screening Skills

  . Preparation for a Pre-service Cycle

  . Training and Mutual Evaluation Process

  . The Training Practicum

  . Advanced Tools for Pre-Service Training

  . Preparation for Agency Staff Training

- Step 5: Training Foster Parents

  . Fostering Today

  . Advanced Fostering

- Step 6: Social Worker Training

  . training <u>all</u> child welfare staff in a consistant approach regarding the delivery of service.

- Step 7: Team Building (following 6-month implementation period)

  . Advanced Team Building (for staff)

  . Foster Care Cooperative (foster parent and social worker)

  . Triadic Team Building I (foster parent, social worker, natural parent)

  . Triadic Team Building II (foster parent, social worker and adoptive parent)

7. Program delivery:

   o Ranges from 1, 2 or 3-day workshops (for staff) to a series of 2 to 3-hour sessions (for foster parents)

C. C.W.L.A. Foster Care Training Package (U.S.A.)

1. Location: Child Welfare League of America
   67 Irving Place
   New York, New York 10003

2. Background:

   o C.W.L.A. Foster Parent Project developed a major training thrust from 1974 onward.

   o Multi-media curricula for Foster Parent Education is based on adult learning principles and current practice standards in foster care.

3. Curricula, training materials available:

   o Education for Foster Family Care: Models and Methods for Foster Parents and Social Workers.

     - a planning handbook by Helen Stone and Jeanne Hunzeker.

- Content
  - Address basic training categories:
    - pre-service training/in-service/worker training/funding/resources for developing training.
- Outlines step by step methods and models for developing a training program.
  - i.e., how to survey needs, set up planning committees, develop program content, goals and evaluation.
  - handbook contains teaching notes for course outlines and a bibliography of reference, resource materials for - instructors, social workers and foster parents.
- Multi-media curriculum package
  - available courses:
    - Introduction to Foster Parenting
    - Parenting an Adolescent
    - Foster Parenting a Retarded Child
  - package components
    - leader's guide
    - 20 workbooks
    - supplementary course readings and resource materials
    - audio visual aids - cassette tapes and 16mm color films.

D. Foster Care Education Project (F.C.E.P.) (U.K.)

1. Funding: National Foster Care Association (N.F.C.A.) and Dr. Barnado's.

2. Background

   o Commenced: August 1979 and operating currently.

   o Major adaptation of Child Welfare League of America (C.W.L.A.) training for U.K. culture and social work practice.

   o Working principles of the F.C.E.P. model.

      - foster parents regarded as colleagues, not clients.

      - foster parents are integral part of professional team - involved in decision making meetings and given access to relevant information.

      - foster parents have a right to on-going training and support, and experienced foster parents are invaluable resources in training others, thus need to be involved as co-leaders.

      - training programs utilize adult learning approach.

      - use Train the Trainers strategy.

3. Two major training programs offered.

   o Parenting Plus (adaptation of C.W.L.A. - Introduction to Foster Parenting an Adolescent)

   o Added to Adolescent (adaptation of C.W.L.A. - Foster Parenting an Adolescent)

4. Training courses offered vis-à-vis the two major programs (in #3).

   o Leader courses

      - 4 - 5 day residential training course

      - trainers: F.C.E.P. staff and staff of agencies.

- stipulation: any organization wishing to purchase F.C.E.P. training material must firstly send one representative to Parenting Plus Leader's Course.

- goal: "trains people to run training programs for a variety of participants, but does not act as train trainers."

o Types of leaders courses

- "open" courses: 2 representatives from each agency allocated space on courses run each year. (these may be 2, social workers or a "team" social worker/ foster parent)

- "internal" courses: agency contracts F.C.E.P. or N.F.C.A. to conduct training for own staff.

5. Report published on Foster Care Education Project.

o Entitled: Foster Care Education Project: Looking Back Looking Forward, Autumn 1982.

o Report: "A comprehensive summary of the project's progress and achievements initiated by three years of funding by Barnado's"

o Author: Susan Weil, Principal Officer, Education and Training.

o Sponsored by: N.F.C.A./Barnado's Joint Project.

o Available from: Susan Weil
Principal Officer Education and Training
Foster Care Education Project
Francis House, Francis Street
London SW1P 1DE
Telephone: 01-828-6266/7

o Contents:

- origins of Parenting Plus and Added to Adolescent program and its development/adaptation for U.K. curriculum.

- reporting on future directions in the area of: leaders training, development of additional training materials, research, evaluation follow-up, etc....

SECTION IV. REFERENCE BOOKS

A. Reference Books Providing extensive current bibliographies

1. **RESOURCE CATALOGUE:**

- Developed from MHR Library acquisitions, C.W.L.A. bibliographies and other materials gathered by B.C.F.P.P.A. over a three-month period.
- To act as reference guide for trainers and foster parents.
- Contents
  - 80 page listing of foster care resource material i.e., books, training manuals, periodicals, papers, articles and media covering:
    - Foster Parent and Natural Parent Involvement
    - Communication
    - Parenting
    - Self Awareness
    - Foster Care Procedures and Policies
    - Interaction and Relationships with the Community
    - Special Needs Children
    - Ethics and Standards
- 1st Edition completed December/82.
- Distributed to field offices Jan. 83.
- Requests for feedback - input solicited through formal "Input-Feedback Sheet" in catalogue itself.
- Accessed by: resource teams in regions.

- Available from: BCFFPA office
  800 Cassiar Street
  Vancouver, B.C. V5K 4N6

  F.C.S. Division
  Ministry of Human Resources
  Parliament Bldgs
  Victoria, B.C.

  Community Education Division
  Ministry of Education
  635 Humboldt
  Victoria, B.C.

- Long-term objective - split catalogue into 3 specific inventories: recruitment, orientation, on-going training.

2. "Foster Parenting"

   - An updated review of foster care literature 1980.

     - Author: Rosemarie Carbino

     - Précis: Updates the 1967 literature review completed by Taylor and Starr, "Foster Parenting: An Integrative Review of the Literature."

     - Published by C.W.L.A.

3. Certain training manuals described in Sections II and III offer extensive and in some cases annotated references (bibliographies) for the program planner/trainer, and foster parent. Example:

   - Volume I, Introduction and Readings, Ontario's Training Programs for Children's Aid Societies on Child Abuse.

   - E.M.U.: series of instructor manuals and student handbooks.

   - C.W.L.A.: Education for Foster Family Care.

SECTION V. TRAINING ASSISTANCE TO FOSTER PARENT ASSOCIATIONS

A. Organizational Handbook

1. Prepared for - B.C. foster parent associations as a guidebook to assist in the development of associations.

   - o Prepared by: BCFFPA.
   - o Content:
     - organizational structure
     - membership
     - starting an association
     - job descriptions of officers
     - keeping an association active and growing
     - do's and don'ts
     - parliamentary procedure
     - financial management, etc.
   - o Available from: BCFFPA office.

B. Money Isn't Everything (A Survival Manual for non-profit organizations)

1. Author: John Fisher
2. Publisher: Joanne Cooper, Management and Fund Raising Center, Toronto, Ontario.
3. First Edition: 1977.
4. Précis:

   - o An easy to read manual of 200 hundred pages filled with comprehensive practical suggestions on getting an organization started and how to structure the organization or group; how to determine work group functions, planning, evaluating tasks and programs; where and how to access resources, bookkeeping, communnicating, effecting changes as an organization, etc.

SECTION VI. RESEARCH OR DEMONSTRATION PROJECTS RELATING TO FOSTER CARE

A. "Testing the Effectiveness of a Systems-Based Approach to Placing Children in Adoptive and Foster Homes"

1. Project under the direction of:

   Joyce Cohen
   and
   Anne Westhues
   Faculty of Social Work
   University of Toronto
   246 Bloor Street West
   Toronto, Ontario
   M5S 1A1

2. Funded by National Welfare Grants, Health and Welfare Canada.

B. "Taking Control: Indian and Native Social Work Education in Canada"

1. Project under the direction of:

   Harvey Stalwick and Lavina Bitternose
   Social Administration Research Unit
   Faculty of Social Work
   University of Regina
   Regina, Saskatchewan

2. Funded by National Welfare Grants, Health and Welfare Canada.

C. Foster Care Training Demonstration Project

1. National Welfare Grants, Health and Welfare Canada has just received a funding request from the B.C. Federation of Foster Parent Associations.

2. The outcome of the request is yet to be determined.

D. **Child Welfare Research Project**

1. A three and a half year study of child welfare practices in the province of British Columbia conducted by Dr. Lawrence Shulman of the School of Social Work at the University of British Columbia.

2. The study has been funded by the McConnell Clark Foundation in New York City which as an interest in the child welfare field.

3. The study is a comprehensive one and will examine the outcomes of services to six hundred children. A major focus of the study is to try to determine the differences which help to predict whether children are able to stay in their own home, be placed in alternate care and return home in less than three months or whether children face more long term care.

4. SHULMAN WORKSHOPS - "RELATIONSHIPS IN FOSTER CARE"

   - Focus: variables in planning placements for children in care.
   - Workshops are offered as integral part of 3½ year study conducted by Professor Laurence Shulman, School of Social Work, U.B.C.
   - No charge to consumers or agencies.
   - Participants - MHR staff, foster parents, community college trainers and other interested persons.

E. **"A Pre-work Training Program in Child Welfare"**

1. A project conducted by the C.A.S. of Metro Toronto and funded by National Welfare Grants.

   - a project sponsored by the Children's Aid Society of Metro Toronto designed to test the effectiveness of a six month pre-work training program for new, inexperienced child welfare workers.
   - A final report of the study is being prepared and the development of a training manual is being undertaken. Nancy Falconer, Training Project Director.

F. **E.M.U. Project to Reduce the Incidence of Child Abuse in Foster Homes.**

1. The National Foster Care Education Project has received funding for a two-year project to reduce the incidence of abuse in foster care. The Institute for the Study of Children and Families in cooperation with the Department of Social Work at Eastern Michigan University will develop a 30-hour curriculum for foster parents, entitled **"Fostering Discipline,"** and a 16-hour curriculum for foster care workers, entitled, **"Prevention of Abuse in Foster Care."** These curricula will be based on extensive work already done at Eastern Michigan University in foster care education. In addition to the focus on alternatives to physical discipline the curricula will examine the dynamics of sexual abuse and adolescent abuse, emerging areas of concern among child welfare workers ... this model will not only provide a variety of test situations to assure the training is appropriate in diverse geographical regions with different problems and varied foster care systems, but will assure that the curricula will have wide dissemination during the like of the project. The final curricula will be published through the Child and Family Publications Division of the Institute for the Study of Children and Families, E.M.U.

SECTION VII. PROGRAMS AND INITIATIVES BY INDIGENOUS GROUPS

A. New Release and Current References

1. "Native Children and the Child Welfare System"

   - o Author: Patrick Johnson
   - o Publisher: James Lorimer and Company
   - o The Canadian Council on Social Development Series
   - o Précis: The author, a former social policy analyst with C.C.S.D., presents the facts and background to the controversy over Native child welfare; he explains the jurisdictional issues and presents current data from all the provinces and territories on services to Native children in the child welfare system.

B. Cross-cultural Education/Exchange

1. Pilot projects for foster parent recruitment and native follow-up program underway in the Chilliwack area of British Columbia, by a Native resource person who consults to Indian bands, Department of Indian and Norther Affairs and Ministry of Human Resources.

   o Contact:

   Bill Mussell, Consultant
   Stollo Tribe, Skawh Indian Band
   P.O. Box 90
   Chilliwack, British Columbia
   V2P 6H7 Telephone: 604-792-9204

2. Consultation and resource exchange is taking place between certain Native (Indian) foster parent associations and other local foster parent associations in areas such as the Hobbema, Gleichen and Blood Reserves in Alberta; the Gitannmaax (Hazelton) Foster Parent Association, Region 11 - Victoria Native Foster Parent Association om British Columbia and the Indian Foster Parent Association of Kent County, New Brunswick.

   o contact: provincial foster parent associations.

C. **Established and Negotiating Indian Child Welfare Agreements** (examples which may be of interest)

1. Manitoba:

- o Dakota-Ojibway Child and Family Services (established July 1981)
- o South East Child and Family Services (approved April 1983)
- o West Region Child and Family Services and (Amishinaabe) currently under development and operates under the Parklands Regional Office of the Department of Community Services and Corrections.
  - contact persons:

Gloria Plesniarski
Foster Care Co-ordinator
Child and Family Services Directorate
831 Portage Avenue (3rd Floor)
Winnipeg, Manitoba
R3G 0N8 204-775-9761

Vladimir Ilnicky
Program Supervisor
Child and Family Services
Eastern Manitoba Regional Office
511 Elis Street
Winnipeg, Manitoba
R3B 1Y8 204-477-6050

2. Saskatchewan

- o Child care committee of Sandy Bay Settlement
  - A Metis settlement north of Creighton, Saskatchewan.
- o Contact:

Len Soiseth
Coordinator of Child Care (Central Office)
920 Broad Street
Regina, Saskatchewan
S4P 3V6 Telephone: 306-565-3497

3. Ontario

- o Many areas of Ontario are actively pursuing consultation on child welfare services for Indian reserves and communities.
  - North Region
    - . several projects underway.
  - Southeast Region: example -
    - . Curve Lake Project (Peterborough)
    - . St Regis Project (Cornwall)
    - . Golden Lake Project (Pembrooke)
- o Contact Persons
  - Ministry of Community and Social Services

    Nancy Green
    Native Services Coordinator
    Project Management and Implementation
    Planning Unit
    Operational Support Branch
    700 Bay Street (9th Floor)
    Toronto, Ontario
    M7A 1H2 416-965-0912
  - Association of Iroquois and Allied Indians

    Marina Hill
    Social Services Director
    Chatham, Ontario 519-681-3551

4. British Columbia

- o Muu-Chanulth Tribal Council (Port Alberni area)
- o Spaluumcheen Band (Enderby area)
- o Stoney Creek Band (Vanderhoof area)
- o Kootenay Tribal Council (Prince Rupert area)
- o Contact person:

  George Watts, Coordinator
  Regional Forum (Aboriginal Council for B.C.)
  788 Beaty Street
  Vancouver, British Columbia
  Phone 604-682-7311

5. Northwest Territories

   - Frobisher Bay Social Services
   - Contact Person

     Geela Giroux, Director
     Town of Frobisher Bay, Social Services
     Telephone: 819-979-5348

6. Yukon Territories

   - Council for Yukon Indian and Yukon Indian Women's Association are involved in researching an Indian Child Welfare Act while making recommendations to the Yukon Territorial Government on the revision of the Child Welfare Act.
   - Contact persons:

     Louise Profeit-Leblanc
     Liaison Officer
     Health and Social Development Division
     Council for Yukon Indians
     22 Nisutlin Drive
     Whitehorse, Yukon
     Y1A 3S5 Telephone: 403-667-7634

     Marianne Sheldon, President
     Yukon Indian Women's Association
     Located at Indian Center, C.Y.I.
     22 Nisutlin Drive
     Whitehorse, Yukon Telephone: 403-667-7634

7. Nova Scotia

   - The Union of Nova Scotia Indians, during its annual general assembly recently passed a motion that would explore the formalizing of agreements between the provincial and federal departments and the creation of child welfare committees on 12 Indian reserves. The need to plan specialized training for Indian child welfare workers is to be explored through the possible avenues like the Mimac Training Institute and Maritime School of Social Work (Dalhousie University).

3. Ontario

- o Many areas of Ontario are actively pursuing consultation on child welfare services for Indian reserves and communities.
  - North Region
    - . several projects underway.
  - Southeast Region: example -
    - . Curve Lake Project (Peterborough)
    - . St Regis Project (Cornwall)
    - . Golden Lake Project (Pembrooke)
- o Contact Persons
  - Ministry of Community and Social Services

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    700 Bay Street (9th Floor)
    Toronto, Ontario
    M7A 1H2 416-965-0912
  - Association of Iroquois and Allied Indians

    Marina Hill
    Social Services Director
    Chatham, Ontario 519-681-3551

4. British Columbia

- o Muu-Chanulth Tribal Council (Port Alberni area)
- o Spaluumcheen Band (Enderby area)
- o Stoney Creek Band (Vanderhoof area)
- o Kootenay Tribal Council (Prince Rupert area)
- o Contact person:

  George Watts, Coordinator
  Regional Forum (Aboriginal Council for B.C.)
  788 Beaty Street
  Vancouver, British Columbia
  Phone 604-682-7311

5. Northwest Territories

   - Frobisher Bay Social Services
   - Contact Person

     Geela Giroux, Director
     Town of Frobisher Bay, Social Services
     Telephone: 819-979-5348

6. Yukon Territories

   - Council for Yukon Indian and Yukon Indian Women's Association are involved in researching an Indian Child Welfare Act while making recommendations to the Yukon Territorial Government on the revision of the Child Welfare Act.
   - Contact persons:

     Louise Profeit-Leblanc
     Liaison Officer
     Health and Social Development Division
     Council for Yukon Indians
     22 Nisutlin Drive
     Whitehorse, Yukon
     Y1A 3S5 Telephone: 403-667-7634

     Marianne Sheldon, President
     Yukon Indian Women's Association
     Located at Indian Center, C.Y.I.
     22 Nisutlin Drive
     Whitehorse, Yukon Telephone: 403-667-7634

7. Nova Scotia

   - The Union of Nova Scotia Indians, during its annual general assembly recently passed a motion that would explore the formalizing of agreements between the provincial and federal departments and the creation of child welfare committees on 12 Indian reserves. The need to plan specialized training for Indian child welfare workers is to be explored through the possible avenues like the Mimac Training Institute and Maritime School of Social Work (Dalhousie University).

D. Native Education Programs (Social Work)

1. New Careers

- An adult training program established through the New Careers Branch, Department of Labour and Manpower, to provide opportunities for people to receive combined on-the-job and classroom training in a variety of human service fields, management and technical services.

- Organizations like - government departments, private agencies and business companies contract with New Careers to participate in the process and agree to hire the new careerists following successful completion of the training program (Certificate of Achievement).

  - The trainee receives a training salary and living expenses while on course away from home, paid by New Careers.

  - Contact:

    New Careers Branch
    500 - 213 Notre Dame Avenue
    Winnipeg, Manitoba
    R3B 1N3
    Telephone: 204-944-2823 (or 994-4732)

2. Native Social Work Program

- Two-year certificate course in social work, offered through: Grant MacEwan Community College, Edmonton, Alberta; Red River College in Manitoba; Capilano College in Vancouver, British Columbia.

E. Native Resources

1. People's Library

- Manitoba Indian Cultural Education Center

  - location: 119 Sutherland Avenue
    Winnipeg, Manitoba
    R2W 3C9 Phone: 204-942-0228

  - focus: to be a center of cultural exchange for Manitoba Indians and assist Indian Bands reserves schools and organizations etc., concerned with or interested in Indian culture, language, history and art.

    - to establish, promote and develop curriculum and audio visual materials for use in Manitoba schools.

  - features:

    - special reference library on North American Indians (historical and contemporary issues)

    - production services (graphics, sound-slide production)

    - community outreach program to schools.

SECTION VIII. CURRENT DEVELOPMENTS RELATED TO FOSTER CARE TRAINING

Quebec - foster care training curriculum is under development through the CEGEP (community college) of Victoriaville, which is presently developing a series of modules to accompany the first two piloted in March 1982. Future modules intended are:

- o The psyco-sociology of the family.
- o Factors affecting the adaptation and integration of a child into the family.
- o Food and nutrition.
- o Legal and social information.
- o The trainer and developmental activities.
- o Introduction to the difficult child.
- o Sexuality and drugs.
- o Delinquents.
- o Special needs children.

Ontario - the Foster Care Research Project: A two-year research study on foster care practices and structures in Ontario is in the process of publishing its final report entitled "Implementation Guide." The results of the study will assist agencies in determining how best to structure, manage, and deliver foster care services in order to achieve effective outcomes for those involved in foster care. The research results will act as complementary resource to the "Proposed Standards and Guidelines on Foster Care."

Manitoba - development of foster care resource materials on maternal deprivation, failure to thrive, fetal alcohol syndrome, child abuse, and audio visuals for general public education. Elements concerning Native peoples will receive close attention in the development of these materials and in the development of child placement guidelines for child care agencies and regional offices regarding. (The do's and don'ts of first time placement).

Alberta - development of a four-day training curriculum for foster care and adoption workers by a joint steering committee comprised of the Department of Alberta Social Services and

Community Health (Staff Development and Children's Service Program Division), the University of Alberta and Grant McEwan College. Training curriculum will address - family dynamics, families as support systems, adult and children interviewing techniques, ecological approach to assessing families, and practical dynamics for refusing applicants.

British Columbia - consolidation and completion of a standardized manual "Orientation for New Foster Parents" is underway through a contract with Douglas Community College. Completion of the skills profile for professional job roles in foster care will be the fourth of a series of profiles developed for foster parents, foster care and family support workers.

Nova Scotia - the Department of Social Services is contemplating developing a film series on child welfare (foster care included) through the contracting of a free-lance producer.

Prince Edward Island - A train the trainer manual is being completed by the Coordinator, Children in Care and Staff Development Officer of the Department of Health and Social Services. The four-part modules will focus on adult learning concepts, determining ingredients which would contribute to positive learning state for foster parents, preparation of participants, utilizing the outline towards achieving training goals.

Saskatchewan hopes to establish joint provincial and regional committees comprised of foster parent association representatives and Department of Social Service staff (including members of the Training Branch) to plan and develop a standardized system for the delivery of educational programs. A core curriculum comprising five sessions is being recommended. Financial incentives tying together the fee for service to the completion of the core modules are being considered.

- Alternate care facility for teens - Colchester County Children's Aid Society (Halifax) and New Brunswick Social Services are simultaneously exploring the adaptation (combination) of the Parent Counsellor Program (Alberta) and the Chedoke McMaster Parent Therapist Program.

- An SOS Children's Village is scheduled to open (May 1983) in Margaretville, Nova Scotia. The Department of Social Services is committed to providing consultation and collaboration on the implementation of the European model - a project underway since 1980. Recently the SOS Children's Village has been advertising in Eastern Canada for "moms" to be employed with the program. These moms would undergo training offered through the Child Development Course, Truro's Teachers College.

- The Parent Counsellor Program of Alberta is now under re-design in order to make the program inter-active with general foster care programming and to aim to service younger children.

- The foster parent "cluster" model implemented by the Family and Children's Services of Oxford County, Ontario represents a model which is currently being considered in Owen Sound, Chatham, Toronto Metro and Grey County in Ontario. A similar development of cluster groups or satellite systems is being considered in Prince Edward Island.

- The Chedoke McMaster Parent Therapist Program, originating through the Child and Family Center of Chedoke McMaster Hospital in Hamilton, Ontario, although terminated in the summer of 1981, is presently conducting a 10-year follow-up on the children placed in the program.

- The Oshawa and District Association for the Mentally Retarded, (Ontario) now operates an individualized residential program. The associate family, a salaried parent, is required to be closely involved with the natural family and agency staff. It has as a client group the children, ranging from 6 to 10 years of age who exhibit severe behavioral, physical and/or medical difficulties. The focus of the program is to provide long-term residential placement providing a family environment where skill training and behaviour management programs can be geared to the individual needs of the child while keeping the child in his own community and in close contact with the natural family.

UPDATE SHEET

FOSTER CARE PROGRAM AND TRAINING ACTIVITIES

DATE: _____

FROM: Province/Territory: _____

Name of Sender: _____

Phone: _____

_____

To: Trudy Usher
Consultant, Child Welfare and Youth
Family and Children's Services Division
Health and Welfare Canada
Brooke Claxton Building, Room 926
Tunney's Pasture
OTTAWA, Ontario
K1A 0B5
Phone: 613-995-3358

A. INFORMATION UPDATE - CHANGE - DELETION (circle one)

1. Volume III - "An Overview"

Name Section(s): _____

_____

Name Subsection(s) _____

_____

(Please use additional sheets if required.)

2. Revision(s) or comment(s) required:

_____

_____

_____

_____

_____

_____

3. Changes to contact persons listing:

_____

_____

_____

4. Additional resources which may be useful to others:

_____

_____

_____

_____

5. Suggestions, and/or general comments on format, reporting, etc.:

_____

_____

_____

_____

B. Information Addition :

1. State applicable Section(s) _____

Subsection(s) _____

2. Name and state information to be added to overview summary:

_____

_____

_____

_____

Thank you,

Family and Children's Services Division
Health and Welfare Canada

FOSTER CARE PROGRAM AND TRAINING:

AN OVERVIEW

VOLUME III
FOSTER CARE TRAINING STUDY
HEALTH AND WELFARE CANADA

PREPARED BY:
HELENE M. BATES
SPECIAL CONSULTANT

MAY 31, 1983

ALBERTA

FOSTER CARE PROGRAM AND TRAINING

AN OVERVIEW

ALBERTA SOCIAL SERVICES AND COMMUNITY HEALTH

AND

ALBERTA FOSTER PARENT ASSOCIATION

PREPARED BY:

HELENE M. BATES
SPECIAL CONSULTANT
FOSTER CARE TRAINING STUDY
APRIL 1983

PREPARED FOR:

FAMILY AND CHILDREN'S SERVICES DIVISION
HEALTH AND WELFARE CANADA

Information Sources:

- Health and Welfare - Legislative and User Information Services Libraries.
- Interviews conducted on November 30, 1982 and January 6, 1983 with:
  - Sheldon Maerov,* Program Supervisor, Alberta Social Services and Community Health
  - Judy Lynch, Regional Foster Parent Training Coordinator,
  - Florence Edmundson, Alberta Foster Parent Association, Education Committee
  - Carl Rausch, Regional Foster Parent Training Coordinator
- Program manuals and miscellaneous reports, publications, obtained from above mentioned individuals.

Note:

- Where references are made to Appendix - information is available from the originating source. This is an internal reference for Health and Welfare acquisitions.
- This information is by no means an exhaustive reporting of the foster care program.
- * Critiqued draft summary April 1983.

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Note:

- ASSCH - Alberta Social Services and Community Health
- AFPA - Alberta Foster Parent Association

SECTION I: LEGISLATION AND PHILOSOPHY

A. Child Welfare Act

1. Chapter C-8 Revised Statutes of Alberta 1980
2. Part 2, Section 8: placement of apprehended children
3. Part 3: adoption.
4. Part 4: juvenile delinquency.
5. Part 5: compulsory care.
6. Part 6: establishment and duties of the Child Welfare Commission.

B. Philosophy of Operation

1. The Child Welfare Program Manual (April 82) delineates thirteen basic working principles which support the critical and primary theme of child welfare services in promoting the best interests of the child:

   - "It is an objective of the Child Welfare Branch to assist in maintaining the family as a healthy functioning unit."
   - "All family situations must be seen and acted upon within the context of the local community and the standards of child care within that community."
   - "The Child Welfare Branch encourages the development of community services which support and strengthen families."
   - "... the intrusive nature of the intervention shall be minimized as much as possible."
   - "... while separated from the family, any positive relationships the child may have with any family members and/or others in the community should be maintained."

- "An opportunity should be provided for children and parents to participate in any case planning. Similarly, those providing care ... should have input in the planning ..."

- "... Children ... also have a need for protection of their sense of continuity and a need for a feeling of permanency."

- "The child's blood-relationships, cultural heritage, familial and other social relationships are respected and promoted to the extent to which they contribute to the child's well-being."

SECTION II: SERVICE DELIVERY

A. Alterta Social Services and Community Health

1. Children's Services Program.

   - o Program Supervisor, Foster Care is responsible for: program and standards development, coordination with and resource support to regional system, liaison with A.F.P.A.

2. Regional offices (6)

   - o A consultation unit in each region comprises: a foster parent coordinator and other program consultants who provide consultation/resource support and liaison with line workers, district office supervisors and with the public relations representatives of each local foster parent association.

3. District office system (45 offices)

B. Child Welfare Programs Manual (April 82)

1. Chapter 12: Foster Care Program Guidelines

   - o Introduces the foster care program as a "vital resource in meeting the temporary residential needs of children who come into care through Custody by Agreement, Handicapped Children's Services, apprehension, temporary and permanent wardship order."

2. Guidelines address the following areas:

   - o Roles and responsibilities of district office social worker in relation to the foster care program.

- o Foster home classification (presently under review)
  - receiving homes
  - general foster homes
  - family unit foster homes
  - relief foster homes
  - specialized foster homes
  - licensed foster homes
  - commercial boarding homes.
- o Approval of foster homes
  - documentation, home study format and objectives.
  - consent to release of information
  - criteria for approval
  - review and closure
  - appeal process.
- o Procedures for child placement
- o Removal of child from foster home
- o Provisional foster homes
- o Foster parent orientation (See Section IV,A,#2)
- o Staff application to become foster parents.
- o Role of foster parent associations: (objectives and purpose)
  - "...promote fellowship and foster a mutual spirit of cooperation and helpfulness among foster parents" to "assist one another in solving common concerns."

- "associations can improve and enhance mutual coordination, cooperation, communication and consideration between the department and foster parents. This liaison can encourage the exchange of ideas pertaining to the foster care program."

- "The relationship ... should be one of partnership which will provide maximum benefit for children in foster homes."

- "Foster parent associations help promote public enlightenment through public relations, education and involvement in the community in all matters pertaining to foster care."

- "associations assist improvement of child welfare standards."

o Development of bylaws and constitutions for associations.

o Role of local associations and that of social worker consultants.

- "local associations should function as the basic foundation of the provincial association."

- "Social worker consultants assigned to local associations should be knowledgeable in child welfare and have the ability and skill to work with groups, in the formation and on-going development of local associations."

o Foster parent recognition evenings (annual citation awards).

C. Alberta Foster Parent Association

1. History:

o Provincial association was founded in 1974.

o Provincial Executive Committee elected by members from local associations in each District office.

o AFPA has recently applied for status as a society in order to accept private contributions.

- o A.F.P.A. has employed a salaried executive secretary to coordinate the activities and work of the association since early 1981.

2. Membership:

   - o Represents approximately 30% or (880) foster families

3. Education Committee comprises three members, one of whom is delegated to represent the association on the Provincial Training Committee.

4. Newsletter: "Bridge of Concern," published quarterly and distributed to all foster parents.

5. Funding:

   - o Provincial grant (ASSCH) for 1982-83: $145,000;
     - $36,000 was allocated for training.

6. Annual activity: a provincial conference for foster parents and social service staff.

7. <u>Native Foster Parent Associations</u>

   - o Location: Hobbema, Gleichen and Blood Reserves
   - o Native A.F.P.A. board members
     - two native foster parents elected.
   - o Cross-cultural exchanges are taking place between key native resource people and other local associations.

8. <u>Affiliation with Canadian Foster Parent Association</u>

   - o AFPA sends three representatives to CFPA annual meetings.
   - o View of the CFPA:
     - "an information sharing/support network, not an agent of formal change."
     - the scope and goals of CFPA are seen as changing currently due to a change in executive members.

- Strong emphasis by ASSCH and AFPA that child welfare issues are provincial matters which must be determined and addressed regionally/provincially NOT nationally.

- Alberta is hosting the annual C.F.P.A. conference in Calgary, in May, 1983.

SECTION III: GENERAL FOSTER CARE INFORMATION

A. Profile of Children in Care

1. Approximately 1980 children in total
   - o 0 - 5 years: 1/3 of total
   - o 6 - 11 years: 1/3 of total
   - o 12 - 17 years: 1/3 of total.
2. Native children comprise 44% of children in care.

B. Profile of Foster Parents

1. Total number of foster homes: 2800, (16% are native homes).
2. General characteristics:
   - o foster parents represent a higher quality of care.
   - o appear more committed, younger, more assertive and vocal.
   - o Note: A demographic study is nearing completion.
3. Future public education and recruitment campaigns will be aimed at recruiting more "professional" parents to fostering.

C. Parent Counsellor Program

1. Demonstration project began in 1974.
2. Focus:
   - o Placement of emotionally and behaviorally disturbed children age 8 - 16.
   - o Parent counsellor homes are administered separately and distinctly from regular foster home.

3. Training component:

   - o Focus: training topics are specific to parent counsellor needs - i.e., staff and parents determine salient areas.
   - o on-going biweekly training alternates between:
     - one casework meeting for joint problem solving, and one training session with special resource person.
     - regional foster parent training coordinator suggests the resource person.
     - see Section IV for training manuals, etc.

4. Status:

   - o Program remains an integral part of the foster care service in Edmonton, Calgary and St. Paul only (approximately 75 homes).
   - o Program is now under redesign.
     - once separate from the mainstream, the future focus will be to make it more interactive with general foster care programming and aim to service younger children.

D. Services to Native Children in Care

1. ASSCH and AFPA are aware and sensitive of the need to preserve the cultural identity of Native children in care.

2. Native Foster Home Recruitment Project:

   - o The voice of Alberta Native women were involved in this project.
   - o Published report: "A Report of the Alberta Native Women's Society Foster Care Project" by Clara Woodbridge, Bertha Clark, Zella Harris; 1979.

- o Outcomes:
  - some homes were recruited however the major result was a greater awareness and appreciation about foster care issues on part of native persons involved in the project.
  - a recognition of the need for more in-depth training of native recruiters and essentially stronger liaison between recruiters and social work staff.

3. Native Social Work Program:
   - o a two year certificate course in generalized social work offered through Grant MacEwan Community College, Edmonton.

4. Initiatives among foster parent associations:
   - o The Native Foster Parent Association of the Hobbema Reserve has been invited by other local associations to begin cross cultural exchange sessions and to introduce native foster parents to the role of facilitators or co-leaders in the implementation of:
     - a basic orientation manual for native foster homes, and,
     - a policy mandate (by Hobbema Band) to work with natural families in the treatment process.

5. <u>Slave Lake Tribal Council</u>
   - o A Social Service Committee is working with the Children's Services Program in determining the course of its child welfare services on the reserves concerned.

6. Current situation:
   - o At present there are not many Indian agencies with expertise in conjoint planning and participation in the area of cross-cultural educational programming.
   - o Regional and local offices (departmental) are identifying resources from a variety of Native groups in order to circumvent political issues of patronage and inter-native disparities.

SECTION IV: FOSTER CARE TRAINING PROGRAMS

A. Standardized Orientation and Training

1. Child Welfare Programs Manual (April 82) - Chapter 12, stipulates that foster parent orientation is compulsory:

   - "... expected to complete the basic (8-hour) orientation program within three months of being formally approved."
   - "The district office, in conjunction with regional foster parent training coordinators, is responsible for developing content and format and ensuring the delivery of a basic orientation program."
   - The manual describes 13 basic topics which must be covered in the orientation sessions.

2. A basic orientation model was developed by the Provincial Training Committee, in September 1982, for standard application/adaptation by regional and district offices.

B. Planning and Operational Model

1. Provincial Training Committee

   - Members:
     - Program Supervisor, Foster Care, (chairman).
     - Regional foster parent training coordinators (six).
     - A.F.P.A. Education Committee representative (one).
   - Role:
     - act as a communication vehicle between central, regional offices and AFPA.
     - develop general program standards and training guidelines.

- develop basic orientation handbook and distribute the handbook and training materials for field testing by district office staff.

- provide a forum to identify issues and priorities and to formulate recommendations.

- delegate and supervise developmental tasks assigned to various regional committees.

- act as an advisory board to scrutinize and approve resource persons and training materials (by district/regional committees) to ascertain their credibility and appropriateness.

- meet regularly, bimonthly.

2. Regional Training Committees

   o Members:

   - Regional Foster Parent Training Coordinator

   - District office line staff (specialized and diversified workers)

   - Community College representatives (Edmonton, and Lethbridge at the present time, in respective regions).

   o Role:

   - discuss, plan, organize and adapt the basic orientation package to suit the needs in each local area.

   - develop listings of regional resource persons to assist or act as trainers.

3. Conceptual approach to orientation and training.

   o Foster parenting education: begins at point of entry (initial contact) with the social service system

   - the concept of foster family is emphasized.

- o "training": considered an aspect of the entire educational process which uses formalized orientation and the dynamics of networking to achieve support through - role modeling, problem solving, and incidental learning.

- o "Foster parenting" is different from regular, natural parenting as foster parents are not the "architects" of the foster child's situation.

- o "Partnership": "all inclusive approach to foster care" i.e., foster parents and natural parents form part of treatment team along with social workers.

  - emphasis on conjoint leadership and "team" approach involving line staff (supported by their supervisors and administrators), and representatives from local foster parent associations to give more credibility to orientation and training sessions.

4. Operational concern:

   - o Regional managers and district office administrators have autonomous decision making authority.

   - o An incremental approach is required in creating a gradual awareness of the effectiveness of using better working models and changing attitudes regarding the role of foster parents as partners with department.

5. Program design

   - o Training materials adapted: various sources, particularly the Eastern Michigan University model.

   - o Program schedule or sessions:

     - operate on a need basis, i.e., the schedule is flexible and where the number of participants does not warrant "group" session , individual (one to one) training is offered in the interim.

6. **Community College participation** in the development of curriculum and delivery of training:

   - o The Department of Advanced Education and Manpower has a mandate to provide enrichment programs (i.e., general parenting courses) and professional training courses.

   - o The Grant McEwan and Lethbridge Community Colleges are presently the only college systems which accept and plan programs for foster parents in conjunction with the Regional Training Committee.

   - o **Objectives:**

     - a two-year plan is in place, to have all community colleges adapt the Lethbridge training package as a basic model.

     - once community college boards accept the concept, ASSCH will advocate for the development of a standard policy by and commitment from community colleges to provide courses to foster parent groups.

     - develop curriculum through conjoint planning by ASSCH, AFPA and community colleges (with the Provincial Training Committee acting as approval, advisory group)

7. Trainers:

   - o Generally vary depending on regional local resources.

     - may involve foster care worker and an experienced foster parent or a child care worker (or co-worker) or resource specialist.

   - o "Train the trainer" model (involving social workers and foster parents is used in Edmonton and Calgary.

   - o In some cases natural parents and foster children have become involved as co-leaders.

C. Current Orientation Program

1. Implementation of the recently developed model has and is taking place province-wide using the **Basic Orientation Handbook** as a primary guide.

2. Orientation handbook design:

   o 13 separate topical sections:

      - How children come into care
      - Expectations of foster parents
      - Role of foster care worker
      - Roles and responsibilities of child care workers
      - Separation anxiety/grieving process/foster family
      - What types of children enter foster care
      - Types of foster homes
      - The biological family and foster care
      - Effects of foster children on existing and future family dynamics
      - Departmental attitudes on child management and discipline
      - Legal responsibilities for the child
      - Financial supports and responsibilities
      - Role of F.P. Association

   o Each section is accompanied by a "resource" guide:

      - discussion questions and exercises.
      - suggested handouts and films.
      - bibliography.

   o Adult teaching techniques are highlighted and suggested throughout.

3. Program evaluation:

   - o On-going through user feedback to regional foster parent training coordinators
   - o Provincial Training Committee will monitor, revise and update content and instructional techniques periodically.
   - o Baseline feedback on Orientation Handbook targetted for early 1983.

D. Current In-Service Training or Parenting Courses

1. General programs

   - o Offered through conjoint efforts by ASSCH staff and Foster Parent Association.
   - o Workshops are planned locally/regionally to meet general or specific subject matter, using selected resource persons.
   - o Certification for foster parents:
     - foster parents completing Parent Enrichment courses through Lethbridge and Grant McEwan College are provided with certificates.
     - special remuneration is considered for foster parents receiving certification.

2. **Parent Enrichment Program - Lethbridge Community College.**

   - o Developed through the Family Studies Program Division by the Coordinator of Family Studies (1978).
   - o Format:
     - no formal instructors manual however a curriculum guide was compiled.
   - o Adaptation:
     - this model is used in the Medicine Hat Community College and adapted for training native foster parents on the Blood Reserve.

- Contact: Audrey Cartwright Co-ordinator,
  Family Studies Program
  Lethbridge Community College
  Lethbridge, Alberta
  (403-320-3314)

3. **Parent Enrichment Program - Grant MacEwan Community College**

   - Developed through the Youth Development Program Division.

   - Design:

     - adaptation of the basic Lethbridge Community College model along with material developed by the Parent Resource Unit (ASSCH).

4. **Parent Counsellor Program**

   - Materials developed since 1974 by Faculty of Social Work, University of Calgary and ASSCH.

   - Parent Counsellor: Parent Counsellor Recruitment (May 1976) (Conclusions and Recommendations)

     - examines the systematic use of public media using explicit, realistic images of fostering rather than an emotional approach as an effective tool to recruitment.

   - Parent Counsellor: Parent Counsellor Recruitment (Vol II, May 76, Appendixes)

     - presents an overview of the project; explores various recruitment methods and principles

     - examines profile of respondents, and results of trial media campaign and costs.

     - provides an annotated bibliography.

- o Parent Counsellor: Selection (September 76)

  - outlines procedures for information meetings, applications, references, selection criteria, orientation and formal agreement.

- o Parent Counsellor: Educational Resource Material (October 76)

  - provides a detailed guide to the approach, objectives and process for training parent counsellors: information meetings, sequence of events, role clarification, case studies, bibliography.

- o Parent Counsellors: Placement of Children (December 76)

  - presents a report and guide on selection, matching criteria and placement process; includes an annotated bibliography.

- o Parent Counsellors: Casework Service Model (February 77)

  - Summarizes the program design (model, role descriptions), and implementation (involving staff, children, natural families and parent counsellors)

- o Parent Counsellors: Evaluation - Outcome (March 77)

  - examines research questions, methodology, along with the results and limitations of the evaluation.

  - provides an annotated bibliography

- o Parent Counsellors: A professional Program to keep Children in the Community (1977-78)

  - identifies prevailing trend of children in care

  - outlines recommendation regarding expansion of homes, staff/home ratios, operational unit and organizational structure.

E. Current and Future Developments:

1. Foster parent education:

   - o Advocate for ministerial support of general foster parenting courses. (1983)
   - o Examine training needs identified (generalized or specialized) and plan funding support, resources and program standards (i.e. curriculum).
   - o Develop and strengthen approachs for influencing attitudinal changes (social service program administrators, social workers and foster parents alike) to enhancing the "all inclusive" - "team" concept to planning, development and implementation of training programs.
   - o Evaluate training programs, document results and draw comparative results between the "team" approach and the alternate approach of using only staff trainers.

2. Specialized training:

   - o Conduct Regional surveys to identify and plan for the specialized training needs of district offices and search out local, regional resource persons to assist with training.
   - o Determine a strategy for the rotational use of resource persons across the province.
   - o Obtain ministerial support for special courses. (1984).

3. Expansion of education network:

   - o Continue to strengthen the network model to obtain eventual active participation from all community colleges in the development of training curriculum and delivery of training packages

4. Staff development

- o Continue to update and train social workers in the systems based (all inclusive) approach to foster care, using a plan similar to training for child protection staff developed by the American Human Society for the Department.

- o Strengthen the establishment of a Joint Steering Committee comprised of University of Alberta, Grant MacEwan College and ASSCH (Staff Development and Children's Services Program).

  - develop a 4-day training program for foster care and adoption workers consisting of a training curriculum which addresses:

    - . family dynamics
    - . families as support systems
    - . adult and children interviewing techniques
    - . ecological approach to assessing families
    - . practical dynamics of refusing applicants.

SECTION V: RECOMMENDATIONS ON THE FEDERAL ROLE IN FOSTER CARE

A. Public education, awareness and recruitment campaigns are seen as provincial child welfare responsibilities not a mandate of the federal government.

   1. The federal government might effect a media campaign giving recognition to the credibility of foster care programs in the provinces, emphasizing the C.A.P. cost sharing aspects.

   2. National campaign to enhance the image of fostering and dispel the myth of "welfare children", "money hungry foster parents" could help to create a realistic awareness of the value of foster parenting.

B. Policy issues such as federal cost-sharing for subsidized adoption should be examined in light of reducing long-term foster placements. Federal cost sharing in subsidized adoption could effectively reduced the need for fostering special needs children.

C. Health and Welfare Canada should assume responsibility for the collection, coordination and dispersal of information on foster care related issues as it does in other program areas.

SECTION VI: CURRENT CONTACT PERSONS

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BRITISH COLUMBIA

FOSTER CARE PROGRAM AND TRAINING

AN OVERVIEW

MINISTRY OF HUMAN RESOURCES

AND

BRITISH COLUMBIA FEDERATION OF FOSTER PARENT ASSOCIATIONS

PREPARED BY:

HELENE M. BATES
SPECIAL CONSULTANT
FOSTER CARE TRAINING STUDY
APRIL 1983

PREPARED FOR:

FAMILY AND CHILDREN'S SERVICES DIVISION
HEALTH AND WELFARE CANADA

Information Sources:

- Health and Welfare - Legislative and User Information Services Libraries
- Interviews conducted on November 24, 25, 1982 with:
  - P. Brock-Dunbar,*
    Foster Care Co-ordinator
    Ministry of Human Resources
  - L. Pedosuk,*
    Education and Training Coordinator, BCFFPA
  - Members of Joint Foster Care Training Committee
  - J. Wenstob, Executive Coordinator, BCFFPA
- Program manuals and miscellaneous reports, publications, obtained from above mentioned individuals.

Note:

- Where references are made to Appendix - information is available from the originating source. This is an internal reference for Health and Welfare acquisitions.
- This information is by no means an exhaustive reporting of the foster care program.
- * Critiqued draft summary March 1983

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Abbreviations

MHR	-	Ministry of Human Resources
BCFFPA	-	British Columbia Federation of Foster Parent Associations
J.F.C.T.C.	-	Joint Foster Care Training Committee
MED	-	Ministry of Education
sw	-	social worker
fp	-	foster parent

SECTION I. LEGISLATION AND PHILOSOPHY

A. Family and Child Service Act

1. Proclaimed June 1, 1981.

   - o "Child Care Resources" defined as:
     - foster home
     - group home or facility
     - child's own home.
   - o "Parent" does not include Superintendent of Family and Children's Services.
   - o Section 13, (2), (3) stipulates that authority delegated to "supervise the care"...and "provide ...access."
   - o Section 16 - governs placement of child in a child care resource...may deny a person contact or access to a child."
   - o Section 17 - governs visiting and inspecting place where child lives.

B. Other Legislation Impacting Children In Care

1. Adoption Act, 1979.

   - o Does not affect rights, privileges, etc...under Indian Act.

2. Family Relations Act

   - o Section 2 - 15 deal with "family advocate."
   - o Inclusive of children affected by the repeal of the Equal Guardianships of Infant Act, in 1960.
   - o Children whose parents have died and no guardian appointed.

3. Community Facilities Act, 1979.

   - o Special care service for handicapped, unwed, personal care, supervision of educational, social training facilities providing care to 3 persons or more.

4. Gain

   - o Guaranteed Available Income for Need Act June 7, 1982.

   - o May affect foster child reaching age of majority.

C. **M.H.R. Philosophy On Children In Care**

1. Objective - to provide substitute parenting only when not possible within child's own family, or home of relative or friend.

2. "Foster Home" - private home approved for placement whether or not payment is made.

   - provides - physical, cognitive, emotional nurturing, guidance and support, positive role modelling, and a sense of being loved and wanted.

SECTION II: SERVICE DELIVERY MODEL

A. Joint Foster Care Training Committee

1. Composition

   - o Ministry of Human Resources
     - Foster Care Co-ordinator - Family and Services Division, Headquarters.
     - 5 social workers - each represents a macro region in the province.
   - o B.C. Federation of Foster Parent Associations.
     - Education and Training Coordinator - hired as an employee, and is a foster parent.
     - 2 foster parents representing local associations.
   - o Ministry of Education
     - Representative from Continuing Education.
     - is linked to B.C. Council for the Family through "family learning" education services.

2. Chairperson - Education and Training Coordinator, B.C.F.F.P.A.

3. Objectives of J.F.C.T. Committee:

   - o Reach a consensus and define the principles of a working relationship in foster care - sw/fp/ professional expertise/community - "partnership"
   - o Determine framework and understanding of mandates and authority.
   - o Assign basic tasks in early developmental work; identify users, trainers; select ad hoc committees.

- o Develop curriculum, provide and co-ordinate consistent education and training program.
- o Act as Advisory Council to edit/screen all materials and training curriculum developed.
- o Facilitate co-operative relationships among: f.p./natural parents of children in care/helping professionals/and community agencies.
- o Plan periodic revision, updates of progress/ disseminate materials to macro and local region.
- o Determine resources (urban/rural) required to achieve goals.
- o Schedule series of meeting dates and broad work plan (short term/long term) (e.g. J.F.P.T.C. met regularly each month in beginning and now every 10 weeks).

B. **Provincial Network Matrix**

1. Model: Supports involving foster parents, social workers, and regional colleges/school districts at all service delivery levels.

2. Inclusive of:

   - o B.C. Federation of F.P. Associations
     - Local associations (60)
     - Regional councils (i.e. 2 appointed/elected f.p. reps. from each local association)
     - Provincial Executive (8 elected officers, 1 appointed/elected f.p. from each regional council)
     - Education and Training Coordinator responsible to Provincial Executive
   - o Ministry of Human Resources
     - District offices (100) (30 Vancouver/ 20 Victoria
     - Regional offices (20 regions - 5 macro)
     - Headquarters - Foster Care Co-ordinator

- o Ministry of Education
  - Continuing Ed. Deans, Directors, Co-ordinators
  - Regional colleges (child care, staff development, family learning programs) (15 colleges)
  - School district-Adult Education Programs (isolated communities - outreach) (20)
- o Note: Each network identifies key resource/ contact persons for each local, regional, provincial working group.

3. Principles of the network model

- o Foster parents are entitled to training support within available resources.
- o Foster care training is necessary for f.p.s and s.w.
- o Foster care education and training are to be integrated with other community/professional "family learning" events.
- o Each MHR, district office and local f.p. association is responsible in responding to training needs by cooperatively organizing training activities.
- o Local communities and regions can best identify and organize training events. MHR/BCFFPA/MED Headquarters provide support in this effort.
- o Level of awareness/appreciation/understanding of foster care must be raised in all communities.

C. <u>Funding Model</u>:

1. MHR operates on regional budget system

- o Regional Managers control education budget for MHR staff development, therefore, training dollars vary from region to region resulting in foster care funding disparities and priorities.

- o In some cases since 1982 - some f.p. Regional Councils get funded directly by Regional MHR.

- o MHR allocates annual grant to BCFFPA:
  1982 - $245,000

- o In 1981 - grant established a salaried position for an education and training co-ordinator (Leona Pedosuk).

2. B.C.F.F.P.A. controls one central fund (MHR grant)

   - o Allocates funds to each Regional Council who submit budgets for approval. These funds cover: "seed money," room rentals, newsletter costs, training, delegates to special events, etc.

   - o Funding process.

     - Regional request is approved by Regional Manager who negotiates budget with Regional Council or Central MHR.

     - Treasury Board reviews request and makes decision.

     - Family and Children's Services Division advises Regional Managers of allocation.

   - o B.C.F.F.P.A. may allocate funds to individual f.p. where no local association or regional council exists.

3. Ministry of Education Funding

   - o Through Family Learning grants - can fund training activities.

   - o Community Colleges administer own funds and set priorities to meet community needs.

SECTION III: GENERAL FOSTER CARE PROGRAM INFORMATION

A. Profile of Children in Care

1. Children 12 years and older comprise 2/3 of total children in care population (8400)
2. Approximately 44% (5200) are in foster homes.
3. Approximately 33% are Native.

B. Trends identified:

1. Only small percentage of fp are actively involved in local fp association.
2. Foster parents and social workers do not universally perceive themselves as "partners"/"co-workers"
   - o Where Regional managers emphasize "partnership" vs "client" relationship, foster care training and participation in permanency planning is strengthening.
   - o Appears to be a shift away from view that foster care is "voluntary care" as voiced by the core group of active fp.
3. Emergence of "family child care path or career" - i.e. turnover of caregivers remains significant - up to 20%/year, yet caregivers tend to move into similar "career" fields - e.g. homemaker service, family support work, family day care...

C. Manuals and Kits in General Use

1. Foster Parent Kit - developed by B.C.F.P.P.A. and MHR.
   - o Contents
     - welcoming letter; informative articles on separation, feelings, expectations and responsibilities, joining association membership.

- BCFFPA constitution and bylaws

- Newsletters and other practical handouts.

2. Life Book - "Watch me Grow"

   o Issued to all children in care 6 months and longer.

   o Social worker is responsible to assist foster parents in using book appropriately.

   o Life Book follows principles of Life Plan - i.e. permanency planning.

3. Child Abuse Policy Handbook

   o 1979 publication developed during IYC.
   o Revision targetted for 1983.

4. MHR Policy Statement on DISCIPLINE
   (Operational Directive #31)

   o Published in BCFFPA Newsletter - Summer 1982.

   o Available through MHR district offices etc.

   o General statment:

      - Ministry expects that

         (i) "individual discipline meets child's unique needs"

         (ii) "care givers use positive methods and approaches"

         (iii) "does not permit use of physical, emotional, psychological punishment"

      - Ministry defines

         (i) "acceptable discipline" as acts which lead to positive learning experiences that help child learn control, modify, change and maintain behaviour.

- objective - teach consequences of behaviour and leads to self reponsibility for choice,
- implies - age, appropriate expectation and natural consequences; praise and encouragement; modelling; consistent limits and effective communication.

(ii) "unacceptale discipline" is described as "the deliberate use of physical force and emotional deprivation..."

D. Types of Facilities for Children in Care

1. Foster Home
   - o approximately 3200 active, paid homes monthly.
2. Free Home (with parents or relatives)
3. Adoption Home
4. Special Care Home ("contract homes" for handicapped or disturbed children).
   - o Approximately 300 homes.
5. Respite Homes
6. Receiving and assessment resources
7. Specialized Residential Resources
8. Specialized non-residental resources (day respite care)
9. Note: B.C. has no standard policy on the maximum number of children allowed in foster homes - save for a policy statement - "the number of children must not exceed the family's caregiving capabilities; it is paramount that all of the children's unique needs in the home be met."
   - o Standards are currently being addressed.

E. Child Welfare Status Description:

1. Short-term custody agreement.

   - agreed goals, specified time not exceeding 3 months.

2. Special care agreement.

   o for handicapped and behaviorally disturbed, intermittent or prolonged care.

3. At home under supervison.

4. Temporary guardianship.

5. Permanent guardianship.

6. F.R.A. ward.

   o Family Relations Act where superintendent of F.C.S. is guardian of the "person" and public trustee = guardian of the "estate"

7. Juvenile Deliquent Act wards.

F. Special Supports to Foster Care System

1. Victoria Region (Region 11/20 only):

   o Parent Encouragement Program (PEP)

      - for recruiting and orienting new foster homes.

   o Resource and Placement Section (RAPS).

      - For adoption homes.

2. Note: Each regional manager has autonomy in developing recruitment and support services for foster care as required. Some areas are more advanced than others. Geography and population often dictate how these programs are staffed and operated.

3. Family Support Workers.

   - o Facilitate return of child to natural family; works towards goals agreed to by sw/natural parent/helping agency.

4. Resource workers.

   - o Most district offices have designated "liaison" social workers to recruit, support and liaise with foster parents.

SECTION IV: FOSTER CARE TRAINING PROGRAMS

A. Basic Planning/Operational Model

1. J.F.C.T. Committee develops overall framework

   - o Established definitions:

     - "Education" as acquainting public/applicants to dynamic of "partnership" and general role; this process begins during the first contact a potential applicant makes to an MHR office.

     - "Training" as teaching and practicing care skills as sw and fp.

2. Develops RESOURCE CATALOGUE identifying available resources - materials and persons.

   - o See Section IV, E, 4.

   - o See Appendix B., Foster Care Education

3. J.F.C.T. Committee develops training model

   - o Use Dacum model-involve line staff and f.p. in conducting task analysis.

   - o Develop SKILLS PROFILE for each consumer from task analysis charts.

     - see Appendix C, and Section E, #4.

   - o Develop curriculum related to

     - General Education

     - Basic orientation

     - Specific training areas

- o Complete module design.
  - Theme - content
  - Goals and outcome of training
  - Instructional techniques, "tools"
  - Resource papers, persons.

4. Develop evaluation mechanism for regular feedback on materials designed.

5. Why is this model seemingly effective?

   - o The opinions of the members of J.F.C.T.C. follow:
     - "regional model" in place in all three systems (MHR, BCFCPA, MED)
     - common belief in "network system"
     - Deputy minister support for initiatives in foster care.

B. <u>Additional Planning Input</u>

1. Orientation Committee Planning
   (Ad hoc committee of J.F.C.T. Comm)

   - o Objectives:
     - develop direction on what is needed for staff and f.p.
     - review other models (e.g. C.W.L.A)
     - define goals of orientation - sensitize/educate
     - develop format for major module - 5 day series with options and variations.
     - develop process and content of basic orientation package.
     - suggest options/instructional techniques/ resources

2. Orientation committee reports to J.F.P.T.C. on the development of an orientation package.

   - o Goal: pull together one standarized manual with available options for use by all regions.

   - o Because of fiscal restraint specialized caseloads are being cut, thus more generic casework is being provided so must rely on "network model" to assist them in offering quality care to children in care.

   - o Because of individual regional dynamics - view of "partnership"/working relationship between f.p. and Ministry differs, orientation needs differ and activities must be flexible (i.e. orientation for self-screening vs post-orientation, pre-placement orientation etc...)

3. J.F.C.T. Committee negotiates with Community College, i.e. Douglas College, to develop orientation manual (WORKBOOK)

   - o Completion date targetted for June 1983.

C. <u>Current Regional/local Training Events</u>

1. <u>Pre-service orientation is required by policy but is not always mandatory</u>.

   - o In Regions 11 and 20, the Regional Managers made an autonomous decision to establish mandatory orientation prior to approval and placement.

2. <u>Post placement training workshops</u>

   - o Have occurred and continue to occur in various regions. Either sw and fp, or community college personnel, and in some cases, all three groups identify need, develop curriculum and conduct training session.

   - o Training manuals and materials have been designed and utilized on an ad hoc basis.

3. Trainers

- o Generally sw (MHR staff) are basic trainers.
- o In some areas sw and experienced foster parents "team up".
- o In others, qualified resource persons (e.g. psychologists, educators) are retained.

4. Samples of training events offered:

- o How to Develop good communication with social worker and other professionals.
- o Practical Issues for Foster Parenting.
  - developed conjointly by MHR/BCFFPA, Douglas College and Act II Society (Contact Person: Barbara Katz-Ellam, Resources Supervisor, Region 19, Coquitlam, B.C. 604-939-2491)
- o Helping Difficult Teens - Capilano College, (Terry Alder)
- o Birth Control and V.D..
- o Sexual Risk Indicator - Region 6
- o Childhood Sexual Expression and Issues.
- o Sexual Development in Children - Douglas College.
- o Comforting the Hurting Child - Region 2.
- o Our Kids and Alcohol and How to deal with it - Judy Weiser.
- o Impact of Fostering on Marriage - Region 18
- o Stress Management and Burn Out Prevention - Region 16.
- o Dealing with Lying and Stealing - Eastern Michigan University training outline used as is extensively.

- o Leadership Training Courses - for foster parent participants.

- o Specialized training for foster parent with special needs child. (BCFFPA will fund individual fp to receive training, e.g. Jericho Hill School for deaf children).

D. **Train the Trainer Model**

1. This Model has not been proven viable in B.C. due to inavailability of funding and manpower.

2. Rationale on discontinuity

- o Large turnover of staff (18 months) means expertise is lost.

- o Two intensive training weeks, given caseload size does not justify absenteeism for staff development.

- o Model does not rely on involvement of fp and generic system.

E. **Current Training Developments and Activities**

1. KNOWLEDGE NETWORK TELEVISION BROADCASTS

- o Referred to as "Know Series".

- o Model

  - public education television programming through interactive television beamed via ANIK B SATELLITE

- o Goals

  - draw together variety of consumers (interested individuals - fp/sw/educators) at local learning center for joint training;

  - provide accessible - distance learning opportunities via satellite broadcast;

  - stimulate/support "group learning" and individual at-home learning.

- Sponsorship.
  - Knowledge Network is contracted by BCFFPA to direct the production. Content is organized/ developed/produced by JFCT Comm and other resource persons.
  - Guidelines for Community Involvement - suggestions developed by JFCT Committee to facilitate learning experience in support of this training medium. (refer to Appendix D)
- Telecasts:
  - Effects of Separation and Emerging Behaviors
    - 3 part series presented by Dr. Ron Tinney University of Victoria in May/June, 1982.
    - Videotape available through MHR library.
  - Responding to Behaviors of Foster Children
    - 3-part series presented by f.p. and community resource persons.
    - Series addresses behaviors of the pre-schooler - teens - handicapped children.
  - "Fostering the Sexually Abused Child".
    - currently under development as a 5-part series.
    - target completion date: Spring 1983.
    - resource person: Amy Napier-Henry, Region 17.
    - modules:
      - Guiding and Understanding Sexual Development of Pre-School Child
      - Answering Child's Question re Birth
      - Pregnancy
      - Copulation
      - Issues of Puberty
      - How to Live with Sexually Abused Child
      - Sexually Abused Child Prevention.
    - goal: to involve Day Care and B.C. Council for the Family in the future.
- See Appendix D.

2. SHULMAN WORKSHOPS - "RELATIONSHIPS IN FOSTER CARE"

   - o Focus: variables in planning placements for children in care.
   - o Workshops are offered as integral part of 3½ year study conducted by Professor Laurence Shulman, School of Social Work, U.B.C.
   - o Study funded by: McConnell-Clark Foundation, New York.
   - o No charge to consumers or agencies.
   - o Participants - MHR staff, foster parents, community college trainers and other interested persons.

3. **ORIENTATION MANUAL/WORKBOOK**

   - o Refer to p. 15, Section B.2.

4. **SKILLS PROFILE**

   - o Developed on foster parents, foster care, and family support workers in the fall, 1982.
   - o Now require validation and field testing.
   - o Note: profile for "Professional Job Roles in Foster Care" is incomplete at this time.

5. **RESOURCE CATALOGUE:**

   - o Developed from MHR Library acquisitions, C.W.L.A. bibliographies and other materials gathered by B.C.F.F.P.A. over a three-month period.
   - o To act as reference guide for trainers and foster parents.

- Contents
  - 80 page listing of foster care resource material i.e., books, training manuals, periodicals, papers, articles and media covering:
    - Foster Parent and Natural Parent Involvement
    - Communication
    - Parenting
    - Self Awareness
    - Foster Care Procedures and Policies
    - Interaction and Relationships with the Community
    - Special Needs Children
    - Ethics and Standards
- 1st Edition completed December/82.
- Distributed to field offices Jan. 83.
- Requests for feedback - input solicited through formal "Input-Feedback Sheet" in catalogue itself.
- Accessed by: resource teams in regions.
- Available from:

  BCFFPA office
  800 Cassiar Street
  Vancouver, B.C. V5K 4N6

  F.C.S. Division
  Ministry of Human Resources
  Parliament Bldgs
  Victoria, B.C.

  Community Education Division
  Ministry of Education
  635 Humboldt
  Victoria, B.C.
- Long-term objective - split catalogue into 3 specific inventories: recruitment, orientation, on-going training.
- See Appendix A.

6. OUTREACH to Special Care Homes ("contract homes")

   o Aim:

      - to involve them in providing feedback on skills profile.

      - to eventually make training programs attractive to and accessible by contract homes;

   o Impediment: current Labour Relations problem.

7. **ORGANIZATIONAL HANDBOOK**

   o Prepared for - B.C. foster parent associations as a guidebook to assist in the development of associations.

   o Prepared by: BCFFPA.

   o Content:

      - organizational structure

      - membership

      - starting an association

      - job descriptions of officers

      - keeping an association active and growing

      - do's and don'ts

      - parliamentary procedure

      - financial management, etc.

   o Available from: BCFFPA office.

F. <u>Evaluation Methods for Training Programs</u>

1. User feedback through - MHR staff development and Regional Council meetings;

   o BCFFPA newsletter tearout sheet;

   o formal evaluation at end of each workshop;

2. Review Committee.

   - o ad hoc committee of JFPT Comm.;
   - o solicit input for revision from staff, foster parents and trainers.

3. FP attending workshops, etc. report back to local associations and identify potential local trainers--emphasize "network" system.

G. Current Priorities

1. ADVOCATE for a systemic child care management information system in MHR.
   - o Due to fiscal restraint little development is envisaged for some time.
2. Organize activities to recruit foster parents for adolescents - media campaign etc.
3. Consolidate the standardized Orientation Manual (being completed by Douglas College) and distribute to regions.
4. Create greater awareness at all levels of foster care of the need for "partnership" through continued joint effort.
5. Develop on-going training modules responsible to meet "needs of the day", e.g.:
   - o Fostering Sexually Abused Child.
   - o Child Management for school aged and teens in care.
   - o Alternate methods of discipline.
6. Begin to examine and develop curriculum addressing Native Children in Care
   - o Currently monitor the work of:
     - Bill Mussell, Skawh Indian Band, Chilliwack, with indigenous groups - i.e. cross cultural exchange, recruitment and Native follow-up programs.

- CAPILANO College (North Vancouver) on Native Indian Education

o Look at developing guide for Foster Parents on how to relate to Indian Bands - sensitizing them to cultural values and nutrition...

H. Long-term Planning Objectives

1. To link up foster care training programs to a generic system i.e. community colleges and adult learning centers in school districts.

   o Integrate where/when feasible with "family learning" in general.

   o Pool resources and programmes which have commonality of "family learning" principles because of overall fiscal restraint. The cycle is then complete vis-à-vis the principle of "networking."

2. To eventually incorporate other departments/agencies such as Health/Day Care/B.C. Council for the Family into one Joint Planning Committee.

SECTION V. RECOMMENDATIONS ON FEDERAL ROLE IN FOSTER PARENT TRAINING

The following suggestions addressed Foster Care Service in general and not "training" as such.

A. The federal government - Health and Welfare Canada, should ACT AS A CLEARING HOUSE on all issues pertaining to Foster Care, as it does currently for Adoption, Family Violence and Child Abuse.

1. The "clearing house" should act as a "central depot" of information, and should maintain:

   - o An up-to-date information base on current programs, foster care rates, incentives and common issues.

   - o A network between all provinces and the territories by collecting and disseminating information regularly.

B. Health and Welfare should organize a National public education campaign to raise the level of awareness on the importance of fostering.

1. Declare National Foster Care Week or Month.

2. Campaign for recruitment and retainment.

3. Campaign for developing high profile such as the one on International Foster Parent Plan.

C. Family and Children's Service Division, of Health and Welfare Canada should take leadership role in area of Social Policy, addressing such issues as:

1. Income tax and foster care payments.

2. Liability Insurance.

SECTION VI: CURRENT CONTACT PERSONS

Ministry of Human Resources

- Phoebe Brock Dunbar
  Coordinator, Foster Care
  Family and Children's Services
  Ministry of Human Resources
  614 Humboldt Street
  Victoria, British Columbia
  V8W 3A2 569-387-3210

- Leslie Arnold
  Manager
  (same as above)

British Columbia Federation of Foster Parents

- Leona Pedosuk
  Education and Training Coordinator
  Room 24, 800 Cassiar Street
  Vancouver, British Columbia
  V5K 4N6 604-299-8423

- Joan Wenstob
  Executive Coordinator
  (same as above)

Indian Affairs and Northern Development

- Susan Anderson
  Intergovernmental Relations Advisor
  Victoria, British Columbia
  604-666-8636

Private Consultants Working With Indigenous Groups

- Adams (Stuart), Egan and Shearer (Renata)
  Planning Consultants
  867 Hamilton Street
  Vancouver, British Columbia
  V6B 2R7 604-689-8790

  (Consult to Tribal Councils involved in B.C. Regional Forum)

- Bill Mussell, Consultant
  Stollo Tribe, Skawh Indian Band
  P.O. Box 90
  Chilliwack, British Columbia
  V2P 6H7 604-792-9204

  (Consults to Indian bands and DIAND; resource person for outside groups on native tradition, native children in care; conducts pilot projects involving Indian peoples)

MANITOBA

FOSTER CARE PROGRAM AND TRAINING

AN OVERVIEW

DEPARTMENT OF COMMUNITY SERVICES AND CORRECTIONS

. . .

CHILDREN'S AID SOCIETIES

AND

MANITOBA FOSTER PARENT ASSOCIATION

PREPARED BY:

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FOSTER CARE TRAINING STUDY
APRIL 1983

PREPARED FOR:

FAMILY AND CHILDREN'S SERVICES DIVISION
HEALTH AND WELFARE CANADA

Information Sources:

- Health and Welfare - Leglislative and User Information Services Libraries
- Interviews conducted on Dec 2, 3/82 and Feb 3, 4/83 with:
  - Gloria Plesniarski,* Foster Care Coordinator
    Department of Community Services and Corrections
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  - Ron Scott,* Coordinator Foster Care Program
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    Tim Maloney, Executive Director
    Dakota-Ojibway Tribal Council
  - Linda Leach, Foster Care Coordinator
    Dakota-Ojibway Tribal Council
  - Ken Knight,* Director of Resource Development
    CAS of Western Manitoba
  - Marion Wade, Foster Home Recruitment and Training
  - Gloria Belliveau, Public Relations, M.F.P. Association
  - Janet Dubas, Secretary, M.F.P. Association
  - Noreen Everton, Treasurer, M.F.P. Association
- Program manuals and miscellaneous reports, publications, obtained from above mentioned individuals.

Note:

- Where references are made to Appendix - information is available from the originating source. This is an internal reference for Health and Welfare acquisitions.
- This information is by no means an exhaustive reporting of the foster care program.
- * Critiqued draft summary April 1983.

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Note:

- C.F.P.A. - Canadian Foster Parent Association
- C.F.S.D. - Child and Family Services Directorate
- C.A.S. - Children's Aid Society
- C.W.L.A. - Child Welfare League of America
- D.C.S.C. - Department of Community Services and Corrections
- M.F.P.A. - Manitoba Foster Parent Association

SECTION I: LEGISLATION AND PHILOSOPHY

A. The Child Welfare Act

1. Chapter C80 of the continuing consolidation of the statutes of Manitoba

   - o Chapter 45, act to amend an act ascented to Bill 51, June 30, 1982

2. Section 7(1): Lieutenant Governor may establish a child welfare committee by the appointment of residents of an area interested in child welfare.

   - o the child welfare committee will have all powers and duties of a child welfare agency; a child welfare committee is subject to supervision and authority of the director.

3. Section 8(1): no person shall operate a foster home, group foster home, institution, child boarding home, pre-school facility...unless he obtains a licence from the minister.

4. Section 34(2): placement "a ward of the director or society may be placed in a suitable placement"

5. Section 34(4): application of foster parents to adopt under Section 99.

B. Philosophy

1. Each child has a right to services which promote his value and dignity as a human being.

SECTION II: SERVICE DELIVERY

A. Department of Community Services and Corrections

1. Child and Family Services Directorate

   - o Establishes standards and guidelines for child care services through the coordinated efforts of various standing committees which include representation of departmental regions, child care agencies, tribal councils and M.F.P.A.

   - o Foster Care Coordinator - responsible for program development and liaison with the above.

2. Departmental regions (6)

   - o East Manitoba - Interlake - Norman - Parkland - Thompson - Winnipeg.

3. Planning and Development Committee

   - o Committee members

     - representative from C.F.S.D. (chair)

     - Directors of Institutions

     - Directors of Children's Aid Societies.

       . provincial funding is provided to child care agencies to hire planning and development officers who, as members of the agency management team, also become members of this standing committee.

   - o Purpose:

     - address issues related to child welfare redesign

     - discuss issues regarding Indian child welfare services, placement of children in care.

     - examine the issues of the transition of adolescents into adult services.

4. Children's Foster Care Standards Committee

   - Chairperson - Foster Care Coordinator (C.F.S.D.)
   - Members represent
     - Manitoba Foster Parents Association
     - Children's Aid Societies of Central Manitoba, Western Manitoba and Winnipeg
     - Departmental regions and probation services.
     - the Dakota-Ojibway Child and Family Service and Four-Nation Confederacy representatives.
   - Purpose: review and develop foster care standards

5. Children's Foster Care Services - Draft Standards 1981

   - Developed by the Children's Foster Care Standards Committee.
   - Philosophy or "value base":
     - "Foster Care Service: a form of alternate parenting of the child for a planned period of time."
     - the system of services seeks to "maintain children with their own families...return them as soon as possible..."
     - emphasizes prevention of removal from the natural environment.
     - focuses on short duration of placement outside the natural home.
     - discusses involvement with natural family.

- placement practices: "... will ... promote the child's normal growth and development but will be part of the planned process for the return home or transition into other permanent home where necessary"

- community involvement on the part of service providers or intervenors is delineated.

- reference is made to the United Nation's declaration on the Rights of the Child (November 20, 1959)

o Expectations of foster parents and foster families:

- refers to home study outlines and C.W.L.A. standards for foster family service.

- discusses disciplinary practices.

- discusses the basic criteria regarding - personal qualities, employment, age, occupation, natural children of foster family, relationship with foster child/natural family, confidentiality.

o Formal approval of foster home:

- specify accommodation requirements, (Public Health Act, provincial building, fire codes, and Social Service Administration Act regulations).

- suggest the use of a "check off list for physical requirements."

- specify a maximum number of four foster children in a foster home, with preferably no more than one foster child under the age of two.

- grant formal approval via the "letter of approval."

o Expectations of the child care agency:

- suggest guidelines for recruitment, assessment, approval, orientation and training, agency service to foster parents, and matching of foster children.

- specify that the development and maintenance of foster care service should be identified as the responsibility of a staff person within each agency's administrative structure.

- specify worker qualifications.

- recognize the importance of obtaining input by Tribal Councils (i.e., those approved as child care agencies) in the development of standards and procedures which incorporate native views and needs, to assure that guidelines are flexible and transferable to the reserve system.

o Application of provincial standards

- The Social Services Administration Act provides that an approved child caring agency may waive the regulations, where a home does not meet all the standards, insofar as the home is not hazardous to the health, safety and well-being of the child.

B. Child Care Agencies Providing Services to Children in Care

1. Children's Aid Societies: Central, Eastern and Western Manitoba C.A.S. and Winnipeg C.A.S.

2. Jewish Child and Family Services.

3. Tribal Councils:

o Dakota-Ojibway Child and Family Services

- represents 8 reserves and approved July, 1981.

o South East Child and Family Services

- represents 9 reserves; approved April 1983.

o West Region Child and Family Services

- Dauphin area

- currently under development and operates under the Parklands regional office system (D.C.S.C)

- o Amishinaabe
  - Interlake (Central) area
  - represents 8 reserves
  - currently developing a model for a child care committee while operating under Interlake Regional office (D.C.S.C.)
- o Manitoba Keewatinoki Okimakanak Incorporated
  - represents several Northern Bands
  - recently signed "Master Agreement" and may be developing a child care service model in the future.

4. Institutions
   - o Knowles Centre
   - o Mary Mound Institution
   - o Children's Home of Winnipeg
   - o Sir Hugh John MacDonald Memorial Hostel.

C. Manitoba Foster Parent Association

1. History
   - o provincial association incorporated since 1979. (Winnipeg & Brandon association since 1967)
   - o represents 7 local associations
     - associations throughout the province are at all levels of development.
2. Organizational structure
   - o provincial executive members must be currently active in fostering.
   - o board members elected on per capita basis.

3. Membership

   - o no fees and voluntary membership
   - o Open to all active homes

4. Funding

   - o 1982: $21,000 grant from the provincial government.
   - o local associations generally raise their own funds.

5. Newsletter

   - o Responsibility of public relations person.
   - o Local asssociation, the department and agencies are invited to contribute articles.
   - o Distribution: "signed up members only."

6. Activities

   - o **Liability Insurance package**
     - Central and Winnipeg Children's Aid Societies have liability insurance for foster parent, however, will terminate once the provincial insurance package comes into effect
     - M.F.P.A. negotiated with Jim Harburn insurance agency to develop coverge for all foster parents
     - M.F.P.A. presented proposed insurance policy to Deputy Minister, and Foster Care Coordinator (D.C.S.C.) and C.A.S. Directors for their review and approval.
     - **Package approved Feb.1983; M.F.P.A. forwarded "certificates of coverage" to all child caring agency directors. (April 83)**
     - Insurance claims are directed to M.F.P.A. regional representatives.
   - o Sponsor workshops every 2 years
     - e.g., April 83 - meeting in Dauphin. Guest speaker: Father Larré, Bosco Home (Saskatchewan)

7. Perceptions of the role of fostering:

   - o "government recognizes a few f.p. who care for specialized children as "professionals."
   - o "would accept a salary as special needs homes but not motivated by pay."
   - o Liaison with C.A.S. or regional office system varies widely depending on social worker approach to "shared" responsibility.

8. Issues under review:

   - o Respite care
     - special care foster homes advocating for this support service on a regular basis, with costs reimbursed.
   - o Training
     - implement compulsory province-wide orientation courses for all new foster parents
   - o Attendance at meetings and workshops.

9. Affiliation with C.F.P.A.

   - o Manitoba sends two delegates to each C.F.P.A. Annual Meeting (six will go to Calgary meeting May 1983)
   - o "National association needs financial support to get going."
   - o C.F.P.A. aims are seen as:
     - the collection of materials across Canada
     - the development of standards on discipline
     - the sharing amongst foster parents facing similar problems - "by simply getting together you learn a lot ... come back home happy with your own system...more appreciative of what support you have."

D. **Social Services Advisory Committee**

1. Membership: multi-disciplinary community representation appointed through the County Court System.

2. Purpose:

   - o Replaces the process of appeal on child welfare matters through the office of the Minister (D.C.S.C.).

   - o If foster home application is refused - the applicant may appeal through this Committee.

SECTION III: GENERAL FOSTER CARE INFORMATION

A. Profile of Children in Care

1 Total number of children in care effective Feb. 1983: 3.001. (in foster homes: 1450)

- o Number of children in regular foster homes: 1,203.
- o Number of children in special rate foster homes: 247

2. The majority are in the 12 to 17 year age grouping.

- o Large number are 16 and 17 year olds.

3. Trends:

- o Children appear to be drifting into foster care at the early adolescent age and appear to be more "disturbed" many troubled by parent-child conflict.
  - - "present more complex needs - more challenging."
- o Psychiatric or long-term treatment centres are not available in the province.
- o There are few child psychiatrists - the lack of resources for disturbed children is evident.

B. Profile of Foster Parents

1. Total: 1,263 (Feb. 83)

- o Number of regular foster homes: 664
- o Number of "relative" placements: 260
- o Number of native homes: 339

2. General characteristics

   - o Large number of blue collar worker families.
   - o Appear to be more young families providing care since the last few years.

3. Trends

   - o Foster parents appear to be emerging from the "traditional role" to a more "professional fostering outlook," particularly in regards to meeting the needs of adolescents in care.
   - o Foster parents who are active in local associations appear to be encouraging the networking of support services in their areas.
   - o Upsurge in recent months of applications from persons in early-mid 20's - traced to economic recession. (C.A.S. of Western Manitoba)

C. <u>Types of Placement Facilities</u>

1. Regular rate foster home
   - o Note that the primary utilization of facilities is that of foster homes.
2. Special rate foster home
3. Support home
4. Private group home or group facility
5. Own agency group home or group facility
6. Own agency receiving home or receiving facility
7. Emergency shelter facility
8. Maternity home
9. Child Care Institutions (see Sectin II, B, #4.)
10. Other: Board and room; independent living.

D. Current Developments

1. Children's Foster Care Services - Draft Standards (1981)

   - Agencies and departmental regions continue to work conjointly on reviewing and revising the standards.

   - more monitoring by the provincial government is taking place in regard to standards.

2. Special Foster Care Rate

   - Move toward professional parenting appears to be an outgrowth of exceptional foster care rate - because older children require special care skills, a large number of "salaried" parents (with special skills) are being recognized for their service.

   - Winnipeg Children's Aid Society is testing this new concept of flexible rates to work with the Children's Home - "Project Chance".

   - Background: the special rate is a maintenace rate and fee for service.

   - Fee for service is authorized by the director of a child care agency to a maximum $20 per day; authorization from the Director of Child Welfare is required for up to $30 per day; Ministerial approval is required for fee above $30 per day.

3. Development of foster care resource material

   - Regional Coordinators reviewed available resource materials in June 82 - although material on adoption appeared available, little exists specific to foster care.

   - Resource - reference materials required for:

     - maternal deprivation/failure to thrive

     - fetal alcohol syndrome - the practical parenting issue

- child abuse material - managing adolescent children

- training and resource materials for foster parents.

o Audio-visual materials for general public education campaign.

- this material will dove-tail with the project to recruit native people.

4. Child placement guidelines

o Need to develop guidelines for child care agencies and regional (D.C.S.C.) offices regarding dos and don'ts of first time placement. (foster family attachment and separation issues)

5. Foster Parents Manual

o Need to revise and update the present (orange) manual provided.

o Winnipeg C.A.S. is presently working on a draft of the manual (i.e., outlining normal growth and development, update on resource materials, and policies and procedures)

6. Permanency planning

o Movement of children into adoption and the preparation of parents and children for permanent placement is being encouraged.

- "life books" are used in some areas, however, this practice is not mandatory.

7. Primary prevention focus

o Need to develop parent effectiveness courses and models and methods of reaching high risk families to assist them in learning and improving their child rearing practices.

E. Services to Indigenous groups (A Sampling only)

1. Dakota-Ojibway Child and Family Services

- Represents 8 Reserves: 4 Ojibway Indian Bands, 4 Dakota Sioux Indian Bands.
- Service structure
  - Child Care Committee composed of welfare administrator, tribal chief, community worker, elder, school and health officials.
  - child care committee - reviews placement of children on reserve foster homes.
- Profile of children in care
  - the largest percentage of children appears to be of school age (6 years to 13 years); the next largest group - the pre-school children.
- Foster Care Services
  - since Dakota-Ojibway Tribal Council assumed responsibility for its own child welfare services in July 1981, the number of foster homes has increased from 17 to 120 homes, (largely by word of mouth recruiting).
  - Child Care Committee in some instances selects appropriate foster parents and adoptive parents for children.
- Recent activity:
  - funded the production of a film on native children in care:
    - Title: "Taking Care of Our Own"
    - Contact: Bortnick Films
      6670 Osbourne Street
      Winnipeg, Manitoba
      Phone 204-274-5030

2. **People's Library**

   o Manitoba Indian Cultural Education Center

   - location: 119 Sutherland Avenue
     Winnipeg, Manitoba
     R2W 3C9 Phone: 204-942-0228

   - focus: to be a center of cultural exchange for Manitoba Indians and assist Indian Bands reserves schools and organizations etc., concerned with or interested in Indian culture, language, history and art.

     . to establish, promote and develop curriculum and audio visual materials for use in Manitoba schools.

   - features:

     . special reference library on North American Indians (historical and contemporary issues)

     . production services (graphics, sound-slide production)

     . community outreach program to schools.

3. Indian Child Welfare Association

   o forum of professionals in Indian child welfare agencies not incorporated.

5. Native Resource Coordinator Project

   o A project position within the department (D.C.S.C.) started Oct. 1982.

   o purpose: to recruit native adoptive and foster homes.

5. "Custom fostering" issue:

   o Custom fostering is a "tradition" amongst indigenous groups. The "tradition" needs to be incorporated in discussion and accommodated in the design of child welfare service systems.

SECTION IV: FOSTER CARE TRAINING PROGRAM

A. Standardized Orientation and Training Programs

1. **A standardized provincial training program is not in place at this time.**

   - **Typically each departmental region and Children's Aid Society varies in the administration and development of orientation and training, and in the degree of involving foster parents in the process.**

2. **The draft standards manual specifies that the agencies have responsibility to develop initial orientation and on-going training programs for foster care.**

   - **The use of pre-service training programs for special needs children is encouraged.**

   - **participation of foster parents in the development of orientation and training programs is emphasized.**

3. Staff development orientation program

   - The department offers a one-week orientation to all new child welfare workers (departmental regional offices and child care agencies).

   - This does not focus specifically on foster care, but covers child welfare programming in general.

B. Current Programs (A sampling only)

1. **WINNIPEG CHILDREN'S AID SOCIETY**

   - Philosophy in relation to foster care is that of team concept. Foster parents, however, are slow to become involved in the program planning process.

   - Foster Care Program staff

     - Foster Care Coordinator liaises with foster parent association.

- one native worker recruiting native foster homes
- one worker recruiting general foster homes
- one worker for review and evaluation.

o Orientation Program

- participation is not mandatory but is encouraged; all new foster parents are invited.
  - . should foster parents not attend, the same orientation material is covered during a home visit.
- Design: 3½-hour session provides introduction to fostering using "Parents for Awhile."

o In-service training:

- provided on an irregular basis.
- target group of parents do not seem to attend; foster parents already tend to participate more than newer foster parents.

o Trainers: agency staff, foster parents and occasionally foster children.

o Training materials: largely developed by the agency with the cooperation of child protection workers and key resource people.

- a formal handbook of resource/reference material may be developed.

o Identified needs:

- develop techniques of encouraging foster parents to attend orientation and training programs. (especially for homes caring for young adolescents)

- develop effective foster home recruitment strategies.

  . maintain community awareness for foster care needs through low key on-going recruitment and advertising via churches, service clubs grocery stores, bookmarks in libraries, and specific newspaper ads.

- develop training materials (resource or reference handbook) and programs for introducing the foster child to the foster home and understanding the native child and the sexually abused child.

- identify appropriate native resource person to assist agency in sensitizing foster parents to the special need of the native child.

- create a specialized unit to work with special needs children, i.e., emotionally/behaviourly disturbed 8-12 year olds to prevent migration to group facility

2. **CHILDREN'S AID SOCIETY OF WESTERN MANITOBA**

o "Resource team" is responsible for alternate care programs.

- agency was restructured 1981 when child welfare services (except adoption) to 3 reserve systems were transferred to the Dakota-Ojibway Tribal Council.

  . agency services 4 reserves to date.

- "team includes" - children-in-care, foster home, group home, diversified caseworkers.

- client group: approx 282 children in care

  . 50% children in care are native

  . approximately 80 active foster homes.

- Philosophy regarding relationship with foster parents
  - C.A.S. policy states that f.p. are an active part of the agency, however, application of this principle is somewhat dependent on each individual worker's approach.
  - pre-placement and discharge planning involve the f.p. depending on each situation and the prevailing court ruling.
- Orientation program:
  - optional orientation course: "Introduction to Fostering" offered since 1979.
  - target group - newly approved homes
    - homes awaiting approval
    - homes approved with placements
  - presented when group of 10-12 f.p. have been identified (bi-monthly or quarterly).
- Design:
  - adaptation of C.W.L.A. model (do not use C.W.L.A. workbook)
  - 4 sessions, 3 hours each evening
  - film used in each session varies
- Irregular Training:
  - one day seminars offered once or twice/year.
  - training focus determined by f.p. surveys and feedback from s.w.
  - Trainer: foster home recruitment and training worker with occasional use of a resource persons (e.g., experienced f.p.).

- o Evaluation methods
  - no formalized mechanism
  - verbal feedback indicates that new f.p. would not want to foster without attending introductory course.
- o Training needs
  - determine "at what stage to make courses compulsory rather than optional"
  - follow-through on commitment to offer Parent Counsellor homes (5 in total) enrichment courses
  - develop special courses for emergency homes working with teens
  - encourage new social workers to take introductory course.

3. **DAKOTA-OJIBWAY CHILD AND FAMILY SERVICES**

- o Orientation and training for foster parents
  - none is mandatory
  - no specific training program available under orientation and training.
- o Training programs developed in the future will explore:
  - roles and expectations
  - working with children coming into care
  - matching of children to foster homes
  - problems of adolescent Indian children re-entering their native culture from white foster homes.
- o Trainers: it is expected that the elders of the native community and experienced foster parents, along with social workers from the Tribal Council will be involved in foster parent preparation.
- o Resource materials to be adapted: the STEP program and C.W.L.A. modules.

SECTION V: RECOMMENDATION ON FEDERAL ROLE

A. Creation of "Foster Care Desk" whereby there is central coordination or a contact person to disseminate information on: current studies, resource materials, rate structures, standards development, discipline, policy, insurance coverage, and income tax issues.
   1. This "clearinghouse" would avoid duplication of effort.

B. Develop public education compaign to enhance image of foster parenting, i.e., to de-mystify and dispel the myths and stigmas associated with foster parenting, thus sensitize people to the vital service provided.

   1. Fund a campaign to promote positive foster parenting and sensitize general public to special needs of native children in care.

   2. Public image building campaign could examine the emerging professional fostering role - i.e., need for persons with special skills for the care of difficult children.

   3. Develop short public service announcements (30-60 seconds) similar to "family values series" of Morman Church.

C. Develop support materials/resources - films, tapes, etc., with Canadian content.

   1. Develop training films with participation of community and line workers.

   2. Encourage foster parents to share experiences in writing and on film to help creater greater public awareness and improve the image.

   3. Train foster parents to gain the skills and "finesse" to lobby and deal with policy makers.

D. Federal government should assume leadership in voicing standards in foster care as has done the C.W.L.A., i.e., "by doing nothing for foster care, more children drift into group home placement at higher cost."

E. Fund a pilot project to research and follow the adjustment of native children re-entering the native community as a result of adoption or foster care breakdown (i.e., from within a white family). Focus on drift, loss of identity, and re-integration into native cultural grouping.

   1. Develop foster parent effectiveness training for native cultural groups.

F. Support C.F.P.A. in sponsoring bi-annual or annual meeting.

SECTION VI: CURRENT CONTACT PERSONS

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NEW BRUNSWICK

FOSTER CARE PROGRAM AND TRAINING

AN OVERVIEW

DEPARTMENT OF SOCIAL SERVICES

AND

NEW BRUNSWICK FOSTER PARENT ASSOCIATION

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- Health and Welfare - Legislative and User Information Services Libraries.
- Interviews conducted on Jan. 13, 14, 31, 1983 with:
  - Reuben Orenstein,* Coordinator, Children's Residential Services
  - Joanne Leblanc,* Human Resource Development Officer, Social Services
  - Claire MacIntyre,* President, N.B.F.P. Association
  - Bill Simon, Vice-President N.B.F.P. Association
  - Marilyn Davidson, Fredericton F.P. Association
- Program manuals and miscellaneous reports, publications, obtained from above mentioned individuals.

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- D.S.S. - Department of Social Services
- E.M.U. - Eastern Michigan University

SECTION I: LEGISLATION AND PHILOSOPHY

A. Child and Family Services and Family Relations Act

1. Chapter 6.2.1 of the Acts of New Brunswick, assented to May 21, 1981, amalgamated all of previous acts; effective September 1, 1981

2. Discontinued appointment of Director of Child Welfare and makes all references to "the Minister"

3. Preamble Part I: outlines philosophical base of the legislation.

   - o "the family exists as the basic unit of society and its well being is inseparable from the comman well-being ..."
   - o "best interest of the child"
   - o "community social services" as protective, reventive, developmental or rehabilitative in nature
   - o "foster parent" as an adult who as part of his family, cares for a child on behalf of the Minister.

4. Part II: Community Placement Resources for adults and children

5. Part III: Protection Services

6. Part IV: Children in Care

   - o Section 43 "foster parent agreement" means an agent entered into agreement under Section 46(1) ... transferring all or part of care from Minister to foster parent.
   - o Section 55(4) "placement in facility"

NOTE: The Department of Social Services offers "bilingual" services.

(a) the Minister "may prescribe any plan he considers suitable for the child, but before doing so he shall consider any wishes of the child and the parent that have been expressed with respect to any placement or planning the proposes" (contingent on available resources)

(b) ..."shall allow the parent reasonable access to the child"

(c) ..."May return child to parent or place child with a member of the immediate family according to he best interests of the child."...

7. "Protection intervention order" - allows the removal of the "perpetrator" from home for up to six months

   o Note this issue is being questioned presently.

B. **Regulations under Child and Family Services and Family Relations Act**

1. accompany the act and cited as "Forms Regulations"

   o lists all prescribed forms and regulations dealing with "process", service of documents, confidentiality, etc...

C. **Philosophy**

1. The department's philosophy appears to be clearly and succinctly delineated in the introduction and preamble of the new act.

   o The basic rights and freedoms of the child are recognized as "no less than those of an adult."

   o Children and families are entitled to the least invasion of privacy and interference with freedom.

   o Encourages avenues of assistance that result in the least disruption of the child's sense of community.

2. The departmental standards manual offers detailed guidelines in an effort to assist staff to preserve the best interests of "the family."

SECTION II: SERVICE DELIVERY MODEL

A. Department of Social Services

1. Personal Social Services Division

   - o Senior Advisor Child Care Services (as the counterpart to the directors of Child Welfare) is responsible for Child Protection, children in care and Residential Services programs.

     - Coordinator, Children's Residential Services: responsible for consultation to regions, out-of province placements and general program planning (standards) for group homes (14 total) foster homes, and institutions (2).

     - Human Resources Section (i.e., Staff Development) responsible for overall planning for staff orientation, and in-service training.

2. Regional offices: 7 regions (regional budgetting system)

3. Area offices: (20)

   - o Caseload responsibility varies, i.e., in some areas workers are designated as full-time foster home workers; others "diversified case-workers"

     - St. John, Fredericton, Moncton each have two full-time foster home coordinators.

4. Personal Social Services Standards Manual (Guide de normes)

   - o Major update completed April 1, 1982

   - o Policy and procedures re: service to children and families

- Sctn. 5: Alternate placements

  . ..."goal of temporary alternate placement is to protect the child while efforts are made to enable the child's early return to his family. Accordingly, parent-child contact is to be maintained and encouraged throughout the temporary alternate placement"

  . ..."The parents and children shall have mutual rights of visitation even though it is recognized that the Department has the right to limit, in writing, the rights of visitation..."

  . "The details of parental access to the child shall be settled as soon as possible..."

  . "Those responsible for the alternate care (foster parents, etc.) shall be provided with enough information about the child and parent to enable them to participate in the plan for reuniting the family"

- Section 5: also addresses working principles for:

  . Public education

  . Development of Community Resources

  . Community Committees for Child Protection Services

  . Foster Parents working with Natural Parents

  . Staff Development

o Foster care standards:

- although not specifically addressed in this manual, are currently being considered and will be drafted in future (1983)

- development of standards will apply to two areas:

- standards for operators: physical safety and programming guidelines.
- policy and procedures for approval, supervision, evaluation and training.

B. New Brunswick Foster Parent Association

1. History:

   o Associations began forming over three years ago

   o Presently there are 11 local Foster Parent Associations e.g., Fredericton, Moncton, Indian Foster Parent Association of Kent County

   o Formation of provincial association began in Spring 1982 through the organization of a steering committee.

   - two representatives elected by each organized local met in October 1982
   - executive was elected; a constitution was drafted for the provincial organization.

2. Membership:

   o Associations tend to represent approximately 25-30% of all foster parents.

   o Open to: regular foster homes, emergency shelter homes, special needs home, group homes, free foster homes.

3. Objectives of Association:

   o Note: since the association is in its "infancy" the objectives set may not be concrete to date.

   o Proposal for funding to be submitted to D.S.S. for approval, then make available to local associations based on per capita allocation.

   - funding presently regulated by each area manager.

- o Organization of more local groups to increase membership and participation.

- o Respond to Section 43 of Criminal Code on discipline - submit to C.F.P.A.

- o Negotiate new procedures with Department on

  - information sharing when child comes into care

  - discontinuing use of "yellow medical card" and "voucher" system for child related expenses and replacing these with "less stigmatizing/ branding" methods of payment.

- o Initiate parenting courses (e.g. STEP) as additional training for certain local associations

- o Advocate for more training courses on fostering teens

- o Negotiate increased remuneration for foster care

- o Initiate Provincial F.P. Newsletter (target - March/83)

4. Affiliation with C.F.P.A.

   - o Provincial association sends three voting delegates to C.F.P.A.

   - o Supports overall aims and objectives of National association although there is a general feeling that C.F.P.A. is "searching for an identity and purpose" but is "important as a support and sharing group nationally."

     - C.F.P.A. needs to follow-up ("show results") on various issues arising from discussions and proposals arising from national meetings.

     - C.F.P.A. is seen as a body which could significantly influence image and voice of foster parenting.

     - C.F.P.A. needs funding from Health and Welfare to give opportunity to meet and formulate proposals.

- o Vice President of New Brunswick Association (Bill Simon) is also Treasurer of National Association and "architect" of the C.F.P.A. constitution.

5. Relationship with D.S.S.

- o Families actively involved in associations perceive themselves as "part of the team," and want more input into planning, i.e.,
  - drafting and developing foster care standards or guidelines
  - conjoint development of recruitment campaign, and identifing foster parents as potential trainers.
- o Need to improve communication and information sharing between social worker and foster parent.

6. **Fredericton Association**

- o Maintains close liaison to Fredericton Regional Social Service office through "team model" principle.
- o Approx 200 foster family members.
- o changed membership by fee <u>to</u> automatic membership.

7. **Indian Foster Parent Association of Kent County**

- o An association of native foster parents representing Micmac Indians of Big Cove (seven reserves on North Shore), Indian Island and Bucktouche.
  - Includes a few Indian foster parents living off reserves.
- o Membership: 40 families (80-100 Indian children)
- o Formally organized in January 1982.
- o Aims:
  - assure that native f.p. and native children in care get "proper services" from the Department and that native children get placed in native home

- work in liaison with social workers from Department, conducting own recruitment and publishing monthly newsletter

- collect statistics on native children in care

- 5-6 year plan: to organize, plan and negotiate to eventually become a system of child care service delivery, as an Association of foster parents not through Band Council administration.

    . want to look at the whole range of services to families (prevention, counselling, protection services)

    . need to consider getting Indian people trained as program managers, finanial administrators and social workers - then obtain sanction from Band Councils to operate as an "agency" service.

SECTION III: GENERAL FOSTER CARE INFORMATION

A. Profile of Children in Care

1. 60% of children in care, or 2,000 (approx.) are in foster homes.

   - majority of children range from 12-16 years.

2. Trends

   o higher number of disturbed kids coming into care.

   o need for teen homes.

B. Profile of Foster Parent

1. General characteristics - approx 1,200 families

   o 40 years and older; average yearly income of $20,000+

   o Motivated by wanting to "help out other familes"

2. Trends

   o Appears to be more acceptance of temporary nature of placements.

     - this seen as positive, "f.p. tend to commit to short-term care, they give it all they've got in working with natural family or adoptive family,"and see this as less demanding than a long-term committment to a child.

   o Foster parents see their time and effort as "volunteered" - do not need to expect salaries or reimbursement for all the services they provide.

   o Newer foster parents appear to have higher education

C. Types of Community Placement Resources

1. foster homes (regular).

2. emergency shelters.

3. special needs homes for the handicapped and emotionally disturbed.

4. group homes

   o 14 in total; departmental purchased service.

   o group home parent model, private board responsible

   o department purchases service

5. free foster home - with relatives/friends

6. institution (1 hospital of 150 beds)

7. place of safety resource

   - 1 boys and 1 girls training school (Truro, N.S. girls)

D. Special Service Fees

1. Fee is set at a maximum of $7.00 per day over and above regular rates

   o Require approval by area manager; fees over $7.00 require central office approval.

E. Foster Parent Resource (Parent-Aid)

1. This service is a "structured teaching" assistance to natural families provided by foster parents who have completed the required regular training and training course on "Working with Natural Parents".

   o plan is coordinated by foster home worker and the child protection worker

   o family, f.p. and department sign a tripartite treatment plan agreement before the plan takes effect.

   o remuneration: $4.00 - $5.00 per hour and related expenses

2. This service is not in regular use at the present time.

- Exception: one foster mom in Fredericton area works with a caseload of 4 natural families, single parents.

- this "special resource person" is a foster mom with 18 years fostering experience, "highly skilled, perceptive, self taught individual" - 'Dreihkurs' and Behavior modification approach in child management is used.

- Result of Fredericton example - has proven highly successful, due to the individual's personality and non-threatening relationship with natural parents

F. Recruitment and Image Building Campaign

1. Initiated and organized by Department in May, 1982

2. Strategy: $20,000 campaign featuring posters, media coverage, bumper stickers, mall displays, and slide shows.

   - Slogan: "FOSTER PARENTS SHARE BECAUSE THEY CARE"
     "La famille d'accueil s'ouvre pour donner"

3. Result: since no pre-test evaluation, effects could not accurately be measured.

4. Recommendations:

   - Involve foster parents in planning for the future.

   - Design evaluative measures for tracking the results of the campaign.

   - Organize and implement campaign annually.

G. Current Developments

1. Treatment Facility Planning Committee

   - members: Coordinator, Children's Residental Services (chairman) and one representative from each region.

- o Purpose: review a range of models and develop a workable model for specialized homes for disturbed or hard to place children.
  - develop methods to strengthen the existing staff home model.
- o Models reviewed: Parent Counsellor Homes (Alberta), Chedoke MacMaster Teen Homes, satellite home model (P.E.I.).
- o Regional pilot projects underway: Fredericton and Campbellton.
- o Status:
  - presentation of program design to regional directors (April 1983) to seek their endorsement of the concept.

2. Permanency Planning Concept
   - o A combined project of the Adoption Unit and Children's Residential Services.
   - o Review methods of tracking "protection drift" rather than "foster care drift."
   - o consider establishing definitive contracts with natural parents as part of preventive process.
   - o examine criteria for temporary fostering skills as opposed to skills required for long-term care.
3. Establish "buddy system" in each local area to bring together foster parents who care for teens (primarily) in a mutually supportive role.
4. **"Foster Family Manual"**
   - o Presently only Fredericton and St. John have developed handbooks for approved foster homes in their own regions.
   - o A provincial handbook has been drafted and field tested and is now being revised, translated and readied for printing.
   - o Target distribution date: Oct. 83.

SECTION IV: FOSTER CARE TRAINING PROGRAM

A. Standardized Orientation and Training Program

1. A standardized program is not in place at this time.

   - o Generally, staff within each area office determine the need for and organize orientation and training.
   - o Since 1979 "Issues in Fostering" has been offered within the first year the home is approved in many regions.

2. Materials adapted: Eastern Michigan University training modules (i.e., "Issues in Fostering," etc.)

B. New Brunswick Community College Certificate

1. The department requested that the Community College review the Eastern University material and endorse it in order to validate the credibility of the EMU materials and to provide certification to foster parents who complete the course.

   - o N.B. Community College has endorsed E.M.U. materialbut does not provide instructors or curriculum guidance.

2. N.B. Community College provides: facilities and equipment where, when necessary...

3. Process for certification

   - o At the end of each course a list of foster parents (who completed the course) is sent from regional office staff to the Coordinator Foster Care (Central) who forwards one list to the Community College who then issues a certificate to each participant.

4. New development: The campus in Bathurst has recently expressed interest in becoming involved in a similar process.

C. Current Training Programs

1. Train the Trainer Model:

- o Background:
  - module implemented once or twice per year since 1979, based on regional needs.
  - materials utilized had not been consolidated into a training manual as such.
- o Current development
  - Human Resource Development Officer and Coordinator Foster Care (Fredericton Region) reviewed needs, priorities, regional disparities, and available manpower to determine future adaptation of model province wide.
  - the Human Resource Development Officer in conjunction with Coordinator Foster Care Services approached Regional Directors for their endorsement of - Train the Trainer Orientation and Pre-Service Modules.
  - purpose:
    - . achieve consistent use of training modules intraprovincially to standardize training in the future.
    - . Human Resource Development officer remains key or master trainer, thus assuring greater continuity and consistency with training program delivery.
  - Program design
    - . schedule courses for early spring and early fall yearly.
    - . schedule 2 - 2½ days concurrently.
    - . involve s.w. and key f.p. (Course designed for foster home workers particularly but could be adapted for trainers in family service groups or child protection.)

- o **Train the Trainers Manual**
  - completed design of a consolidated training manual (Oct. 82)
  - manual and materials available in both official languages.
- o Training goals:
  - help trainer become comfortable in role
  - identify skills required by trainers
  - provide opportunities to practice skills (experimental learning) and utilize training materials effectively.
- o Evaluation
  - pre-test and post test for social worker
  - on-going through program (practice skills during the week, de-brief in next weekly session)
  - give feedback informally
  - evaluation form completed at end of module
  - incidental evaluation: f.h. workers report back on noticeable changes while supervising foster parents who have completed training.
  - follow-up session: upon request from each individual group, a three month "call back" session is organized to assess skills developed and determine future training needs.

2. Fredericton Regional Office Training Model

- o Mandatory pre-service orientation (only region in the province to do so).
- o Focus: provide general information on foster parenting roles, expectations, types of care.

- utilized EMU "Issues in Fostering" until recently.

o Current program design

- orientation and information meeting
  - . held once/month (1½ hours) for potential applicants
  - . slide presentation: "The Foster Care Program" ("Le programme de placement en famille d'accueil")
  - . applications given out at conclusion of first meeting.
- pre-service meetings
  - . participants: 4-5 couples (maximum)
  - . format: 3 hours once/week, for 3 weeks
  - . Purpose: assessment and selection of applicants by s.w. along with concurrent home visits to determine formal approval.
- on-going training
  - . area office mails letters to each f.p. alerting them to programs being offered in spring and fall; offers a choice of programs.
- participants
  - . emergency shelter, regular homes and homes caring for mentally retarded children.
  - . occasionally group home staff are invited.
- outcomes
  - . more recruitment by word of mouth
  - . lower turnover of homes - f.h. more willing to take difficult children.

D. **Future Training Needs**

1. Use foster parents, foster home and child protection workers as trainers.

2. Sensitize staff to the need to plan for increased demands by f.p. to meet additional training needs.

3. Offer training courses geared to a variety of learning, awareness and skill levels.

4. Clarify roles and functions of Provincial - Human Resource Development Officer and Foster Care Coordinator regarding training issues.

SECTION V: RECOMMENDATIONS RE: FEDERAL ROLE

A. Fundamentally child welfare is a provincial matter. Federal department could assume co-ordinating, consultation, clearinghouse function by acting as a "Resource bank on inter-provincial happenings" - i.e.,standards policy, recruitment, training.

B. Health and Welfare might consider taking a position on minimal standards in foster care - "if C.W.L.A. as a private organization can make statements on certain principles and practices perhaps Health and Welfare should do so as well, since in essence it controls cost-sharing"

C. Need for a national image building campaign organized with provincial input and funded via national body. It would "free-up" the provinces to fund recruitment campaign.

   1. Declare National Foster Parent Week

   2. The "foster family" needs national recognition for providing a service that is much needed.

D. Federal government should re-examine cost-sharing for special needs children in care, i.e., special rates tied to specialized training and skills.

E. Federal funding to C.F.P.A. is required (in form of "seed money") for 4-5 years to assist the association to operate more effectively to hire staff to co-ordinate activities nationally.

SECTION VI: CURRENT CONTACT PERSONS

Department of Social Services

- Reuben Orenstein
  Coordinator Residential Services
  Personal Social Services Division
  P.O. Box 6000
  FREDERICTON, New Brunswick E3B 5H1 506-453-2950

- Joanne Leblanc
  Human Resources Development Officer
  (same address as above) 506-453-2041

- Philip Thompson
  Child Care Programs
  Fredericton Regional Office
  FREDERICTON, New Brunswick E3B 5H1 506-453-3760
  (Specialized Treatment Homes for Teenagers)

New Brunswick Foster Parent Association

- Claire MacIntyre, President
  Box 252
  EEL RIVER CROSSING
  EOB 1PO 506-826-2745

- Bill Simon, Vice President
  (also President, Indian
  F.P. Association of Kent County)
  506-523-62098

- Marilyn Davidson, Public Relations
  506-453-3760 (office)

NEWFOUNDLAND

FOSTER CARE PROGRAM AND TRAINING

AN OVERVIEW

DEPARTMENT OF SOCIAL SERVICES

AND

NEWFOUNDLAND/LABRADOR FOSTER PARENT ASSOCIATION

PREPARED BY:

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FOSTER CARE TRAINING STUDY
APRIL 1983

PREPARED FOR:

FAMILY AND CHILDREN'S SERVICES DIVISION
HEALTH AND WELFARE CANADA

Information Sources:

- Health and Welfare - Legislative and User Information Services Libraries.
- Interviews conducted on January 20, 1983 with:
  - Sheila Devine,* Assistant Director of Child Welfare
  - Jean Wells,* Coordinator, Child Welfare Services
  - Vivian Hoyles, Director Staff Development
  - Gordon Dunne, Regional Services Coordinator
  - Brian Purcell, Supervisor, Juvenile Corrections
  - Neil Hamilton, Supervisor, Child Welfare
  - Fred Powell, Supervisor, Bell Island
  - Nora English, Foster Home Finder, St. John's
  - Rozelind Pratt, Foster Care Worker, St. John's
  - Judy Strong, Foster Care Worker, St. John's
  - Helen Doull,* President Newfoundland/Labrador Foster Parent Association
  - Don Doull, Member, Newfoundland/Labrador Foster Parent Association
  - Kay Lewis, Treasurer, Newfoundland/Labrador Foster Parent Association
  - Edward Reimche, Member, Newfoundland/Labrador Foster Parent Association
- Program manuals and miscellaneous reports, publications, obtained from above mentioned individuals.

Note:

- Where references are made to Appendix - information is available from the originating source. This is an internal reference for Health and Welfare acquisitions.
- This information is by no means an exhaustive reporting of the foster care program.
- * Critiqued draft summary April 1983.

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Note:

- C.F.P.A. - Canadian Foster Parent Association
- D.S.S. - Department of Social Services

SECTION I: LEGISLATION AND PHILOSOPHY

A. Child Welfare Act

1. Chapter 54, amendment of the 1972 Act July 1981

   - o Note that in July 1981 not all parts of the act were revised.

   - o In the future, legislation governing unwed mothers, adoption, and child welfare will be combined.

2. Section 2 - Amendment stipulates conditions under which a child is in need of protection.

   - o This section also governs the interpretation of the act recognizing certain working principles.

3. Foster home: "with respect to a child who lacks normal parental relations, means a home, approved by the director or other person designated by the Minister generally or specially for the purpose, other than that of his parents or relatives in which such child may be placed to be treated as a member of the family."

B. Child Welfare Regulations

1. Made under Section 52 of the Child Welfare Act, Statutes of Newfoundland 1971.

   - o Deemed in force effective April 1, 1981.

2. Section 3: "Director shall try to obtain a variety of foster homes so that every child who comes into his care may be placed in the home best suited to the child's needs, including without limitation of the foregoing the following classes of foster home:

   A. Regular foster home - for neglected children who require short or long-term care and include children who are awaiting adoption.

   B. Special foster home - for children with emotional, physical or mental disabilities who require special care.

C. Group homes - that are sponsored and administered by a private community organization or agency for children with emotional, physical or mental disabilities who require special care."

C. Philosophy on Foster Care

1. "Headquarters stresses the formation of foster parent associations in all regions of the province and emphasizes the team work concept."

2. Application of these two principles varies substantially by region due to large case loads in foster care and protection.

SECTION II: SERVICE DELIVERY MODEL

A. Department of Social Services

1. Central Office Headquarters

- o Child welfare services are highly centralized in this province
  - final approval for licensing of group homes and special homes rests with central office.
- o Coordinator, Child Care Services responsible for - foster care, children in care, child protection and unwed mother services.

2. Regional Office System

- o Regional services divisions (5):
  - St John's Region
  - Eastern Region
  - Central Region
  - Western Region
  - Labrador Region
- o Regional managers are responsible for the delivery of child welfare services.
  - St John's Region has specialized foster care coordinators.
  - Concern expressed within St John's Region: high child welfare case loads, insufficient time to develop foster homes and to adequately supervise children in care and the homes providing care.
  - Current thrust: Regional managers, supervisors and social workers appear to be negotiating and consolidating methods and procedures of alleviating frustration caused by high case loads in the area of child welfare; the concerns and frustration in the development of a unified child welfare system appears to be similar to that experienced by child welfare systems in other provinces.

3. Newfoundland Policy Manual, Department of Social Services

- o Chapter 2, Section 200: Child Welfare Policy and Procedures.
  - Revisions date from October 1976 to 1980.
- o Sections 230 to 240: Foster Home Care.
  - Section 231: foster home service - "is a means of providing children with a suitable environment within which normal childhood experiences may be enjoyed in a family life setting.... "The foster home in which these children are placed will be expected to provide the necessary degree of acceptance, concern and training to enable each child to adjust to his particular situation and to ensure his potential.... the task of unifying and raising basic standards of foster care throughout the province calls for a systematic evaluation of the home and family life of the persons applying to provide foster home care. The house and property of the applicant must meet average standards for health, fire, and life safety."
  - Policy and procedures on long-term placement, types of homes, application procedures, foster home study, expectations of foster parents.
  - Section 236: Supervision of Foster Homes - "Social worker has a dual role to play in supervision. He must determine the level of care ... he must also aid the foster parents in improving their skills by providing supportive help."
  - Guidelines also elaborate relationships with parents of children in care.
  - Guidelines stipulate counselling and intervention, financial arrangements for children in care, etc.

B. Newfoundland/Labrador Foster Parent Association

1. History

   - In 1972 the Director of Child Welfare called foster parents together and gave limited funding to encourage the creation of associations locally and provincially.

2. Current active associations

   - St John's - the major organization comprising approximately 25 foster parents
   - Placentia, Deer Lake, Labrador (2).

3. St John's association

   - Major group who has designated itself as - Newfoundland/Labrador Foster Parent Association.
   - Concern: St John's association may not necessarily or legitimately represent all provincial foster parents as there is no "system" in place whereby local associations or interested foster parents are delegated to represent local, regional groups to the St. John's association.
   - D.S.S. would prefer the "route of a strong series of local associations evolving into a legitimate provincial group."
   - Membership - voluntary
     - attempts to increase membership were strengthened in November 1982 with the mailing out of letters to approved foster parents via the Social Service system - maintenance cheques mailout.
     - a letter under the name of the Director of Child Welfare, is forwarded to each foster parent making them aware of the Foster Parent Association, asking them to contact the association executive if they are interested in joining.
     - Note: Issue of confidentiality (withholding of the listings of approved foster homes) is upheld.

4. Current issues:

- o Need for recognition: core group of St. John's foster parents presenting brief to the Minister, (January 1983) addressing the need to be viewed as "colleagues."

- o Need for information on children coming into care.

- o Need to build, develop and strengthen working relationships between foster parents, social workers and the regional office administration system.

  - want to advertise association membership through the Newfoundland Social Worker's Association Newsletter.

  - require assistance to develop a stronger association and reach out to actively involve participation by foster parents in the association.

5. Affiliation with C.F.P.A.

- o D.S.S. selected delegates to attend the Halifax symposium (1982).

  - departmental officials and 2 foster parents.

- o C.F.P.A. is viewed as a nucleus for exchange of information amongst the province and amongst foster parents.

- o D.S.S. vis-à-vis C.F.P.A.: The Newfoundland/ Labrador Foster Parent Association is not yet strong enough to speak for all foster parents of the province.

  - the Department emphasizes the establishment of strong local associations and social work participation in assisting with this development before lending support and assistance to a national group and has expressed a concern similar to other provinces:

  - "Although the national symposium is a learning experience, the national group 'doesn't seem to be terribly organized.'"

SECTION III: GENERAL FOSTER CARE INFORMATION

A. Profile of Children in Care

1. Total children in care - 1300.

   - o 61% or 800 - in foster homes.
   - o Majority of children 16 years and older.
   - o The total includes children in group home institutions such as Exon House, Children's Home, and Mount Cashel.

2. Trends:

   - o Major problem - family discord.
   - o Numbers appear to be declining.
   - o Children appear to come into care at a younger age, i.e., early school age, more emotionally and socially disturbed.
     - few placement resources available for these, especially teen girls.
   - o development of special foster care homes for the mentally retarded (exclusively)
     - now establishing the criteria through the Mental Retardation Division of the Department
     - limit per home would be two children
     - special rates would be applied and determined via a structured committee.
   - o Greater concentration of children in St. John's Region where most placement/treatment resources are located - rural areas not as responsive in meeting own needs.
     - regions are encouraged to place children within their own areas, however, placement capacities vary.

B. Profile of Foster Parents

1. Total: approximately 500 foster parents

   - o 1/5 of these homes are inactive

2. Foster parents appear to be middle age and older, from "good families who are committed and did not require training in the past."

   - o Majority live in rural areas.
   - o Long-term foster parents are not as involved in association activities, nor are they as likely to ask for help.
   - o Newer foster parents like to work as "team"; appear more educated; are often two working parent couples.

3. Role perception

   - o A volunteer service which is a "belief reflected in the payment system!"
   - o "Don't have high opinions of themselves - have no rights."
   - o Foster parents are used to working independently without a great deal of support from a social work liaison. "No clear cut rules on support services."
   - o A tendency in some areas for "serious over-crowding of homes due to lack of homes in some areas or particular skills enabling certain foster homes to accept greater numbers of children."

4. Trend:

   - o Foster parents are becoming more aware of the need to work closely with the Department; are beginning to demand more contact with the Department.
   - o Department officials are seeing a "drift of foster parents to a more professional or semi-professional involvement" - particularly in the area of working with teens and special needs children.

C. Foster Home Licensing

1. Approval process conducted through the regional office system.

2. Approval notification (agreement) is received from the regional office.

3. There are no standards on the maximum number of children in each home.

4. Annual reviews are the responsibility of the regional office.

D. Other Types of Homes

1. Group corrections homes: homes for juvenile delinquents approved under the jurisdiction of the Director of Division of Corrections.

   - o Licensed by the Director of Child Welfare.
   - o Operated by private community boards.

2. Group homes for the mentally retarded.

   - o Homes under the jurisdiction of the Director of the Mental Retardation Division of the Department.

3. Mental Health Resources.

   - o Janeway Hospital provides the only psychiatric beds (15) for children.
   - o No mental health clinics exist in the province and very few psychiatrists with expertise in dealing with children.
   - o No placement resources for emotionally disturbed children.

4. St. John's Region Presentation House.

   - o An institution of 15 beds operated by the Sisters of Presentation for emergency placement for children of all ages.

- o Limitation is a 30-day period.
- o Program operates on a group home model.
- o Because of its success, the Department is encouraging another religious order (Sisters of Mercy) to consider operating a residence using same concept.

E. Foster Parent Week

1. Declared by the Department in 1982 (spring).
2. Aim
   - o to recognize and express publicly the value of foster parenting through use of regional media and presentation of awards at banquets, etc.
3. A foster parent kit developed for Foster Parent Week.
   - o Includes Foster Parent Handbok and articles on foster care.
4. Recruitment campaigns
   - o not formally organized, with the exception of the St. John's region.
     - the Foster Home Finder is responsible to seek out families to service local children, through the use of the Family Life Bureau and local media, etc.

SECTION IV: FOSTER PARENT TRAINING PROGRAM

A. Current Training Activities

1. No standardized or localized orientation and in-service training exists to date.

2. Previous pilot projects.

   - In 1980/81 two regions conducted localized training sessions covering the basics:
     - introduction to foster parenting
     - roles and responsibilities vis-à-vis the natural parents, the agency, and the community.
   - Planners: departmental staff social workers initiated and conducted sessions.
   - Areas involved: Placentia, and Stevenville Crossing.
   - Result - no standardized or regularized sessions have been offered on a continual basis.

B. Priority Issues

1. Funding is not available to develop training programs for either social work staff or foster parents.

   - Funding would have to be released from the overall Staff Development Budget.

2. Staff Development Division concern:

   - The Director of Staff Development who is also the Director of Day Care and Homemaker Services, is ultimately responsible for the entire staff training for the Department.

- o Need to address role relationships between central office and regional divisions in determining, defining, designing and implementing any type of training program. (see C below)

- o Dilemma: field staff total 400 social workers; a minority are formally qualified.

  - the priority is to look at realistic ways of making "resources stretch" to satisfy the training of child protection workers other line staff, as well as managers.

C. Current Developments - Adaptation of Training Model

1. Day Care Training Model: A strong Early Childhood Association in St John's was able to secure $20,000 for training -

   - o Due to the fact that there are no post-secondary programs for early childhood education in Newfoundland, the Association, with the assistance of the Staff Development Officer, worked out an alternate method for meeting training needs.

   - o Funding was channeled through the Association to recruit individuals skilled at organizing and developing training programs on their own.

   - o Using a multi-disciplinary team approach (with a strong community base) to develop their own training plan, submitted plans and received approval from Staff Development Director.

2. Adaptation by other programs:

   - o Group home care is considering using the Day Care Model.

   - o To use community board representatives and Social Services Department staff representatives

   - o To work towards the creation of a group home association.

   - o To develop similar avenues of introducing on-going training programs for group home staff.

3. **Adaptation for foster care training needs**

   - The Day Care Model functions on a strong association base.
   - Since the Newfoundland/Labrador Foster Parent Association has weak support and is in its "infancy," there is a good deal of difficulty in using the Day Care Model.
   - Priority: collaboration between the departmental staff and association members to enhance their organizational skills and capacity to begin identifying training needs - gradually and incrementally work towards utilizing the day care model mentioned above.

D. **Other Training Models and Materials Being Considered**

1. Child Welfare League of America materials.
   - Reviewed by the Director of Training and Developing for the Department.
   - Materials considered to have an abundance of American content, films of poor quality.
2. Eastern Michigan University material has been ordered for review.

E. **Long-Term Objectives**

1. The Child Welfare Division has no clear mandate nor does it have sufficient funding to begin identifying and developing programs to meet foster care training needs.
   - Priority: lobbying with other divisions for conjoint funding and planning for training staff as well as foster parents.
2. Continue to delegate identified staff members to attend courses (example: adult learning courses through Public Service Commission, etc.)
   - Staff attending courses then work with the administration system in being trainers for others.

3. Determine some basic elementary training programs (e.g., basics of community organization and working with groups) prior to addressing specific program needs.

4. Determine method of service delivery for regionalized training -

   - o Perhaps in the future train regional coordinators to be trainers.

5. Collect and make available pertinent resource materials for all child welfare programs.

   - o Consider and discuss possibility of a merger between Memorial University and Corner Brook Community College to conduct conjoint planning for global training needs.

SECTION V: RECOMMENDATIONS ON THE ROLE OF THE FEDERAL GOVERNMENT

A. Create a Foster Care Desk - similar to the Day Care and Adoption Desk to collect information and communicate nationally, in a consistent fashion on current developments and program materials available.

1. Suggest communication via journals, e.g., Social Work, Perception. Purchase a portion of journal regularly for reaching out to social workers.

   o Newsletters through C.F.P.A. to reach foster parents.

B. Develop a Task Force for Foster Care, inclusive of foster parents, regional staff to determine a major thrust for the future.

C. National funding for the development of training manuals for the organization and development of foster parent associations - i.e., a models and methods handbook.

D. Fund "seed money" and identify unique models for public awareness campaign that would affect a better public image for foster parents.

E. "Establish a national guideline for the maximum number of children on case loads and encourage provinces to adhere to such guidelines."

F. Fund the Canadian Foster Parent Association to meet annually as a national sharing group.

SECTION VI: CURRENT CONTACT PERSONS

DEPARTMENT OF SOCIAL SERVICES

- Sheila Devine
  Assistant Director of Child Welfare
  3rd Floor, Confederation Building
  St. John's, Newfoundland
  A1C 5T
  709-737-2668

- Mrs. Jean Wells
  Coordinator, Child Welfare Services
  (same address as above)

- Vivian Hoyles
  Director, Staff Training & Development
  (same address as above)

- Gordon Dunne
  Regional Services Coordinator (Child Welfare)
  St. John's Regional Service Division
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  St. John's, Newfoundland
  709-737-3451

NEWFOUNDLAND/LABRADOR FOSTER PARENT ASSOCIATION

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NOVA SCOTIA

FOSTER CARE PROGRAM AND TRAINING

AN OVERVIEW

DEPARTMENT OF SOCIAL SERVICES

. . .

CHILDREN'S AID SOCIETIES

AND

FEDERATION OF FOSTER PARENT ASSOCIATIONS OF NOVA SCOTIA

PREPARED BY:

HELENE M. BATES
SPECIAL CONSULTANT
FOSTER CARE TRAINING STUDY
APRIL 1983

PREPARED FOR:

FAMILY AND CHILDREN'S SERVICES DIVISION
HEALTH AND WELFARE CANADA

Information Sources:

- Health and Welfare - Leglislative and User Information Services Libraries.
- Interviews conducted on January 16 & 17, 1982 with:
  - Beverly d'Entremont,* Supervisor, Child Abuse Register
  - Rosemary Rippon, Program Consultant
  - Janet Nearing, Foster Home Worker
  - Norm Stubbington,* President Nova Scotia Foster Parent Association
- Program manuals and miscellaneous reports, publications, obtained from above mentioned individuals.

Note:

- Where references are made to Appendix - information is available from the originating source. This is an internal reference for Health and Welfare acquisitions.
- This information is by no means an exhaustive reporting of the foster care program.
- *Critiqued draft summary April 1983.

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Note:
- o C.F.P.A. - Canadian Foster Parent Association
- o C.A.S. - Children's Aid Society
- o C.W.L.A. - Child Welfare League of America
- o D.S.S. - Department of Social Services
- o F.F.P.A.N.S. - Federation of Foster Parent Associations of Nova Scotia

SECTION I: LEGISLATION AND PHILOSOPHY

A. Children's Services Act

1. Chapter 37, 1978. (consolidated act)
2. Chapter 59, Acts of 1981 to amend Chapter 8, Acts of 1976.
3. Act ascented to the 20th of May, 1981.
4. Under definitions a foster home = "a child care facility"

B. Philosophy

1. The Department of Social Services, Family and Children's Services Division, emphasizes that the foster family is "the basic resource which makes it possible for the child who cannot remain with his own parents to have the experience of living in a family, etc."
2. See Appendix A.

SECTION II: SERVICE DELIVERY MODEL

A. Department of Social Services

1. Family and Children's Services Division:

   o Provincial Central Office program consultants (2) responsible for:

   - child abuse, protection, adoption, children in care;
   - evaluation of C.A.S., child caring facilities and transition houses;
   - consultation to C.A.S. and district offices
   - program development.

2. District offices of the Department of Social Services (total of 5).

   o Cape Breton C.A.S., Halifax C.A.S., and Dartmouth District Office are the three largest service delivery systems.

B. Children's Aid Societies/Family and Children's Services

1. Total of 13 agencies.

   o Note that since 1969 some Children's Aid Societies have changed their name to: Family and Children's Services.

   o In all but Halifax C.A.S., Directors of C.A.S. are also responsible for some joint services with Social Service Department.

   - i.e., some Directors of Children's Aid Societies also supervise the municipal income maintenance program.

C. Standards Manual: "Foster Home Program for Children in Care and Custody of the Minister"

1. Manual revised and effective August 21, 1981 under the Children's Service Regulations.

2. The standards manual was largely influenced by the philosophy and orientation of the Child Welfare League of America foster care material.

3. Application of provincial program standards:

   - o District offices must adapt the standards as such.
   - o C.A.S./Family and Children's Services agencies may
     - adopt or revise the basic standards
     - seek approval of their changes to Department standards from the Minister, prior to implementing regional or local policy.
   - o Mandatory or compulsory policy standards for all:
     - Declaration of confidentiality.
     - Police record check, effective November 4, 1981, see Appendix B.
     - Training programs offered to foster parents.

4. Content:

   - o "Foster Family has a commitment to working with other components of foster parenting, i.e., the foster child, the social worker, and the child's natural parents ... accept this premise as part of fostering."
   - o Describes process for: initial contact, study and evaluation process, methods and procedures in approving foster homes.

- o Selection process and suggestions cover:
  - Basic requirement regarding age, health, employment, physical facilities, zoning, standard of living, family composition, personal characteristics, ability to work with children, ability to work with agency.
  - Agency responsibilities in relation to the approval process and selection.
  - Matching and selection of foster family and child to be placed.
  - Details and expectations of information given to foster parents at the time of placement.
- o Limitations on number of placements:
  - Foster Family "shall not have more than 4 children"
  - "Foster parents shall care for one or not more than 2 infants under 2, including their own children."
- o Philosophy of "partnership" of the agency and foster parent
  - "The agency and a representative group of foster parents shall meet jointly to review and recommend changes in payment policies and procedures at least once a year."

5. Foster parent education is addressed (Section 9)

   o See Section IV of this report.

6. Other areas addressed: discipline, foster family roles, termination of placement or foster family, recruitment, development and retention of homes for specific minority groups or homes for special needs children, housing assistance.

7. Foster parent agreement or contract.

   o "Statement of Understanding between agency and foster parents"

      - this standard form outlines the expectations, roles and responsibilities of foster parents and those of the agency or department district office in providing services to children in care.

      - this recent addition to the manual became effective October 19, 1982. (see Appendix C)

8. See Appendix A.

D. Federation of Foster Parent Associations of Nova Scotia

1. History.

   o Provincial association formed 5 years ago (1977)

   o Presently 7 local associations have been formed.

   o Executive members elected at annual meeting.

      - 5 voting delegates from each local association

      - approximately 15 to 20% representation of all foster parents.

2. Role perception.

   o Majority motivated by "need to give" to other children after their own family has been raised.

      - high value placed on "the family" and "children."

   o View themselves as a "team" with department staff.

   o "Many older foster parents fear that if they complain or ask for help they will be closed down."

- Many who have been fostering for awhile resist training because they feel they have enough experience. "What can you teach me?"

3. Relationship with department.

   - 1980 - provincial government grant of $10,000 was obtained following a budget submission for meeting expenses, telephone, annual meeting, etc.

   - View association as an "arm of the agency or department."

   - C.A.S. and department automatically (since 1982) give a list of new foster parents to provincial associations.

   - No regular provincial newsletter to foster parents.

   - Department liaison person = Supervisor, Child Abuse Register.

4. Provincial Association objectives for 1983.

   - Develop and revise together with D.S.S.

     - kit for foster parent association formation

   - Encourage more training in each local region and work towards mandatory training which would be credited, i.e., a recognized certificate.

   - Advocate for sliding scale rate of pay for foster parents specially trained to care for special needs children.

SECTION III: GENERAL FOSTER CARE INFORMATION

A. Profile of Children in Care

1. Approximately 2000 children in total.

   - o There appears to be a steady decline over the last few years of children coming into care and custody.

   - o Although the number of adoptions appears to be declining as well, more private adoptions with family members are taking place.

2. The majority of children in care are 10 years of age and above.

   - o Some agencies report 80% above 12 years of age.

3. Number of children in care of Native origins or of the black minority group are not identifiable within provincial statistics. (The numbers are not thought disproportionate.)

4. Trend

   - o Appear to enter the system at a later age and more disturbed.

   - o High percentage of alcohol related neglect.

B. Profile of Foster Parents

1. Approximately 1000 foster homes in the province.

2. Majority of foster parents are "old time foster parents": represent lower middle class and middle age group.

3. Trends

   - o Many 2-parent working families with higher education and in their 30's are applying to foster. Traditionally foster parents tended to be "rural folk," and were not expected to work with social workers and treatment teams.

- Need to determine methods of recruiting and retaining homes for teens - as children are coming into care after long-term child protection has failed thus experience a "delay" in being placed in substitute care.

C. **Task Force on Foster Homes**

1. Purpose: "to investigate the problem of the critical shortage of foster homes and other alternate child care facilities for adolescents and bring forward recommendations."

2. Final report: May 10, 1978.

3. Presented to: President, Nova Scotia Family and Child Welfare Association.

4. See Appendix D.

D. **Foster Parent Manual**

1. Distributed to all approved foster parents by: F.F.P.A.N.S., children's aid societies, D.S.S.

2. Content:
   - Poem: Children Learn What They Live.
   - Definition of terms.
   - Roles of social worker.
   - Why a child comes into care/what will they be
   - like.
   - Child's natural family.
   - Training, discipline, financial arrangements, educational opportunities.
   - A child's world.
   - Questions often asked.

3. See Appendix E.

E. Public Awareness Campaign

1. Foster Parent Week was declared firstly in April 1980.

   - The week began through formal proclamation by the Premier of Nova Scotia. A poster proclamation was framed and presented to the Provincial Foster Parent Association.

     - see Appendix F.

   - Media campaign in 1980 featured the slogan: "SHARE YOUR LIFE WITH A CHILD."

     - later slogan was "GIVE A KID A CHANCE."

2. Campaign design:

   - A provincial committee was initially responsible for developing sample radio spot announcements and slide show on foster care to be used by district offices and agencies.

   - General committees were organized throughout district offices and C.A.S. groups.

   - These regional systems were responsible to orchestrate their own media coverage and utilize some of the materials developed by the provincial committee if they so desired.

3. Materials developed

   - Posters, bill boards, buttons.

   - Music tapes called "We Are One" and "We Are Children" by Robbie Smith were used for two years, 1980/81.

   - Slide show entitled "Foster Care."

4. Additional advertising

   - Catholic Archdiocese Bulletin, pamphlet distribution via church organization.

   - MacDonald's placemats.

- o Envelope slogan and logo imprinted by meters for the provincial and C.A.S. social services system.
- o Display panel board for Foster Parent Associations or agencies was funded by D.S.S.
  - continues to be available through the Federation of Foster Parents Association of Nova Scotia office.

5. Taped messages from the Lieutenant Governor, the Minister and key foster parents were part of the advertising campaign in 1982.
6. Status - Foster Parent Week is organized yearly.

F. **Foster View to Adopt Program**

1. Program designed in 1980; becoming more formalized.
2. Principle:
   - o Social workers encourage the use of the Life Plan and select foster children candidates for matching to adoptive couples.
   - o Some training and adoption work is conducted with these selected adoptive couples.

G. **Special Care Rates**

1. Agency budget in the 82/83 fiscal year must be maintained at a 6% level.
2. Agencies have the discretion to vary the special rate reimbursement within the range of $.25 to $1.00 per day.
3. See Appendix G.

H. **Current Developments**

1. Buddy system.
   - o Although several informal systems are organized in some agencies, the buddy system is not systematically organized provincially.

2. Children in care statistical form.

   - The Department of Social Services has recently revised and consolidated a statistical form that is to be used by all district offices and child care agencies in order to collect an accurate data base.

   - Refer to Appendix H.

3. Permanency planning or planned life placement concept.

   - Introduced to foster parents within the Halifax Children's Aid Society in February, 1983.

   - The concept is "taking hold" within the province and provincial and agency personnel are encouraging this approach

4. ALTERNATE CARE FOR TEENS:

   - The concept of specialized substitute or treatment homes is being examined by the Colchester County Children's Aid Society in Truro.

   - Similar models, i.e., the Chedoke MacMaster Model (Ontario), the Parent Counsellor Model (Alberta) are being reviewed.

5. Recruitment of Teen Homes:

   - Provincial program consultants and Foster Care Program Committee are examining and determining ways of recruiting, training and retaining homes that are highly needed for the Halifax area.

     - A movement to systematically organizing recruitment campaigns is to be given considerable priority in the future.

   - Presently many C.A.S. agencies are "taking what they can get."

6. SOS Children's Village:

   - The European concept of "children's villages" developed by Herman Gmeiner in Austria has recently been adopted in Nova Scotia.

     - The development of an SOS Children's Village in Margaretville, Nova Scotia, has been under way since 1980.

   - The Department of Social Services is committed to providing consultation and collaboration on the development of the children's village scheduled to open in May, 1983.

   - The usual per diem fee for the children's maintenance will be applied.

   - The "moms" employed by the SOS Children's Village will be undergoing training offered through the Child Development Course, Truro Teacher's College, Jane Norman, instructor.

   - See - International Foster Care file, Family and Children's Service Division, Health and Welfare.

7. Foster Parent Week in the Atlantic provinces:

   - As a result of consultation and cooperation at the Director of Child Welfare level, Newfoundland, New Brunswick, and Nova Scotia have adopted similar formats for Foster Parent Week.

   - An attempt will be made to coordinate and conduct the Foster Parent Week simultaneously in each of the provinces.

8. Development of a film series:

   - Being considered by the Department of Social Services through contracting a free lance producer to produce a series of films on various child welfare aspects, foster care included.

SECTION IV: FOSTER PARENT TRAINING PROGRAMS

A. Standardized Orientation and Training

1. The Foster Care Standards Manual, emphasizes:

   - o "Agencies shall provide orientation and on-going sequential group education for foster parents."
   - o Participation in programs shall be mandatory and non-participation will be a subject for discussion in the re-evaluation process.
     - Note: Although this is an expectation, there is a high degree of variance on the mandatory orientation and on-going training programs offered by the various district offices and children's aid societies.
   - o Consultation services are available to agencies from the Family and Children's Services Division.
   - o Appendix B of the manual presents a guideline for foster parent training programs.
   - o The agency shall "maintain a report on educational meetings with attendance records."
   - o "Foster parents shall receive certificates which recognize their participation in educational programs.
   - o Team concept
     - "an advisory committee composed of foster parents and social workers shall meet regularly to review and revise on-going education programs."
     - "The agency shall use foster parents to lead discussions as appropriate."
   - o "The agency shall assist foster parents to establish a foster parent association where none has been established. A worker shall be appointed to act as liaison between agency and association."

2. Definition

   - o "Training": at this time covers pre-service orientation and on-going training.
   - o Future revisions may change the wording of training to "education" in order to encourage "old time foster parents" to participate.

3. Foster Home Care Listing.

   - o Developed by the Department of Social Services Library in Halifax in October 1982.
   - o Describes the library holdings: various books, reference materials, journals, and films available for foster parent training.

B. Current Training in the Province

1. Generally orientation sessions cover the basic topics:

   - o Role of the foster parent, history of foster parenting, responsibilities, relationship with the agency, and various aspects of the maintenance of children in care.
   - o A good deal of variance is present amongst all child care agencies and offices.

2. Training programs (materials and manuals) are largely influenced by C.W.L.A. and E.M.U. training curricula, P.E.T. AND S.T.E.P.

3. Halifax Children's Aid Society Model.

   - o Foster home worker - responsible for organizing recruitment, orientation and training.
   - o Orientation sessions:
     - format: three sessions, three evenings, three hours each evening
     - applicants are invited to attend spring and fall sessions.

- Modules:
  - First night - general discussion regarding reasons for children coming into care, trauma of separation, etc.
    - Informal discussion written handouts given.
    - Trainer: generally child protection worker or ward worker and in some cases experienced foster parents.
  - Second night - discussion of the role of natural parents
    - format - panel discussion (resource persons, ward worker and experienced foster parent)
    - Film - "Don't Condemn Me Until You Know Me."
  - Third night - general question/answer period (behaviours, etc.)
    - trainer: representatives or counsellors from the Atlantic Children's Guidance Center, Department of Health and Family.
- Evaluation.
  - generally informal feedback at the end of each session or course.
  - follow-up by ward workers or foster home workers within a four or five month period of time.
  - no formal evaluation methods are in place.

4. Staff Development Training.

   o Generalized child welfare training takes place in yearly training sessions.

      - Family and Children's Service agencies and Children's Aid Societies do not have their own staff development officer.

      - regional consultation from the central office is thought more effective given the manpower available.

      - Central Office encourages staff development on a regional level utilizing staff with expertise and family counsellors from various agencies.

   o Contract with Eastern Michigan University

      - Department of Social Services contracted the Foster Parent Education Program for one year to provide training to child welfare workers.

      - Resource trainers:

         . Carolyn Veresh, author of: "Guiding the Sexual Development of the Foster Child"

         . Donald Loppnow, author of: "Fostering the Teenager."

C. <u>Future Training Needs Identified</u>

1. Assignment of a staff development person within the Department of Social Services, solely responsible for the child welfare training needs and all of its specific program entities.

2. Development of methods to motivate foster parents to participate in training programs.

   o Determining standardized or mandatory training program.

   o Developing training programs that would be of interest to a wide range of foster parents, or to specific groups of foster parents.

3. In-service training for foster parents working with teens.

   - o Kings County Children's Aid Society Model is being reviewed and considered for adaption by the Halifax and Colchester County Children's Aid groups.

SECTION V: RECOMMENDATIONS ON THE ROLE OF THE FEDERAL GOVERNMENT IN FOSTER CARE

A. Development of a "clearinghouse" of information for national use.

   1. Dissemination of such information should be done on a regular basis via a newsletter or journal publication.

   2. The information bank should contain materials not only on foster care but on general children and family service programs in existence throughout Canada.

B. Development of reference and training materials as well as TV advertisements featuring Canadian content.

   1. Particularly emphasize need for audio visual materials.

C. Emphasis and publicity should be given to the role of National Welfare Grants in the development of demonstration and research projects of national nature.

SECTION VI: CURRENT CONTACT PERSONS

Department of Social Services

- Beverly d'Entremont
  Supervisor, Child Abuse Register
  Family and Children's Services
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Federation of Foster Parents Associations of Nova Scotia

- Norm Stubbington, President
  185 Cusack Drive
  Sydney, Nova Scotia
  B1P 3W6
  902-539-5752
  (also current President, Canadian Foster Parent Association)

Children's Aid Society of Halifax

- Janet Nearing
  Foster Home Worker
  Children's Aid Society of Halifax
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  902-424-5420

Children's Aid Society of Colchester County

- Harvey MacArthur, Executive Director
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- Lubin Bourque, Casework Supervisor
  (same address and phone as above)

NORTHWEST TERRITORIES

FOSTER CARE PROGRAM AND TRAINING

AN OVERVIEW

DEPARTMENT OF SOCIAL SERVICES

AND

YELLOWKNIFE FOSTER PARENT ASSOCIATION

PREPARED BY:

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APRIL 1983

PREPARED FOR:

FAMILY AND CHILDREN'S SERVICES DIVISION
HEALTH AND WELFARE CANADA

Information Sources:

- Health and Welfare - Legislative and User Information Services Libraries.
- Interviews conducted on December 1, 1982 with:
  - Mary Beauchamps,* Program Officer (Children in Care)
  - Denis Heasley, Program Officer, Juveniles
  - Anne Enge, Community Social Services Worker Yellowknife District Office
  - Nancy Harrison, President, Foster Parent Association
- Program manuals and miscellaneous reports, publications, obtained from above mentioned individuals.

Note:

- Where references are made to Appendix - information is available from the originating source. This is an internal reference for Health and Welfare acquisitions.
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Note:

- C.F.P.A. - Canadian Foster Parent Association
- N.T.G. - Northwest Territorial Government

SECTION I: LEGISLATION AND PHILOSOPHY

A. Child Welfare Ordinance

1. Effective 1961.
2. Section 14 - Children in Need of Protection.
3. Section 19 - Types of Orders. Amendments 1978.
4. Section 21 - Permanent Care. Amended 1978.
5. Section 24 - Placement in facility or foster home.
6. Section 31 - Visiting and inspection of facility where child is cared for.
7. Section 32 - Duties of organizations or person undertaking care of child.

B. Philosophy of Child Welfare Services

1. "Family is a basic unit suited to enable the child to realize his potential." Services are geared according to:
   - o Level 1 service = resources with other support programs.
   - o Level 2 service = direct service to family and individual.
   - o Level 3 service = intervention for protection.
   - o Level 4 service = children in care services.
2. Social services focus on encouraging good standards of child care through involvement with community, providing knowledge of child development and special needs.

SECTION II: SERVICE DELIVERY MODEL

A. Department of Health and Social Services

1. Regional offices within the territory: (47,000 population)

   - o Yellowknife District (Yellowknife)
     - central office and 1 area office.
   - o Inuvik Region (office in Aklanvik)
     - responsible for 7 area offices
   - o Baffin Region (office in Frobisher Bay)
     - responsible for 4 area offices
   - o Kitikmeat Region (office in Cambridge Bay)
     - responsible for 5 area offices
   - o Keewatin Region (office in Rankin Inlet)
     - responsible for 4 area offices
   - o Fort Smith Region (office in Ft. Smith)
     - responsible for 5 area offices.

2. Service Delivery Concerns

   - o Due to the spread of population and the inability to access areas easily, the nature of services are impacted by geography, the movement of people to urban areas, housing, medical and transportation problems.

3. Indigenous population:

   - o Approximately 18% are status Indians
   - o Approximately 34% Inuit
   - o Approximately 25% Metis

4. Note: Majority N.T.G. social workers carry diversified case loads.

5. Frobisher Bay Social Services

   - Within the Frobisher Bay region, Frobisher Bay (town)
   - an all Inuit staff administers social service programs utilizing Y.T.G. standards and procedures.
   - Effective date of devolution 1981, at which time the town of Frobisher Bay signed an agreement with the territorial government to provide program delivery of child welfare and other social services.

6. Department of Social Service - Service Description Manual, 1978

   - Program Manual: Family and Children's Services.
   - Objectives of departmental services:
     - To maintain a child in his own home.
     - To provide care, support and development of children in care.
   - Contents of the manual:
     - Ivestigation in assessment service.
     - Counselling service.
     - Home support service.
     - Homemaker, day care, meals on wheels, prevention of children coming into care.
     - Legal intervention.
     - Apprehension and plan with parents.
     - Supervision of children in care.

- A foster home service is seen as an opportunity for development and enhancement of inter-personal relations through family living.

- "Good frequent communication between social worker and substitute parent" is encouraged.

- Planned, regular review of long-term care encouraged every three months (permanency planning has not been effected to date).

- "Importance of emotional links with natural family cannot be overstressed."

B. <u>Yellowknife Foster Parent Association</u>

1. Core group of six or seven people founded association in approximately 1979.

2. Have not been registered as a society nor do they have by laws developed to date.

3. Main goals

   o Develop a strong association base with more membership.

   o Provide services to fetal alcohol children.

4. Affiliation with C.F.P.A.

   o There is general support for the endeavours of the C.F.P.A. although the goals of the national group are unclear.

SECTION III: GENERAL FOSTER CARE INFORMATION

A. Profile of Children in Care

1. Majority of children in care are between 10 and 16 years of age (total approximately 440, Mar. 82 statistics).
2. Growing number of behaviourly disturbed children.
3. A growing number of children require remedial assistance because of special needs.

B. Profile of Foster Parents

1. Approximately 80 foster homes in total.
   - o Within the Yellowknife area all are Caucasian families.
   - o Majority of foster homes in Baffin and Keewatin Region are Inuit.

C. Current Developments

1. Subsidized adoption
   - o N.T.G. officials approved the first subsidized adoption case in April 1983. (This child had fetal alcohol syndrome.)
   - o Note that custom adoptions among the Dene and Inuit are numerous and process formalized by N.T.G.
2. Inter-departmental placement committee
   - o Composition
     - Superintendent of Child Welfare
     - Program Officer for Juveniles
     - Representative from Health and Welfare Medical Science Division.

- A foster home service is seen as an opportunity for development and enhancement of inter-personal relations through family living.

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   - o Composition
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     - Program Officer for Juveniles
     - Representative from Health and Welfare Medical Science Division.

- Representative from Department of Health, Northwest Territories

- Representative from Department of Education N.T.G.

o Purpose

- determine placement for child or adult who cannot be accommodated in own community.

- meet once per month.

3. **Foster Care Hand Book**

o Developed in 1978 by a small group of foster parents and currently being utilized.

o Currently being updated along with Service Description Manual.

4. Brochures developed by N.T.G.

o Room for One More

o Children Like These Need You

o Note that brochures and posters are done in English and Inuit script with added inserts in the four common Dene languages.

SECTION IV: FOSTER CARE TRAINING PROGRAM

A. STANDARDIZED ORIENTATION AND TRAINING PROGRAMS

1. **No mandatory or structural orientation takes place to date.**

2. Occasional workshops developed by social work staff.

B. Staff Development Opportunities

1. Statutory appointment workshop

   - This is an orientation session for new staff, organized regionally, prior to their receiving formal appointment as child welfare workers.

   - Child Care Course - offered on a two-week intensive basis through the University of Victoria, Extension Division (Bruce Tobin, instructor)

   - Differential Discipline Course - offered through Dr. Cook, Faculty of Educational Psychology, University of Lethbridge, Alberta.

   - Optional courses developed and initiated through the Association for Children and Adults with Learning Disabilities.

     - due to the prevalence and increasing concern with fetal alcohol syndrome, short courses on parenting and guidance on nutrition are offered through this association.

SECTION V: RECOMMENDATIONS

A. Need for a national public education campaign focussing on enhancing the image of foster parents with concentration on the element of Native children in care.

B. Need for one central resource person to provide consultation to the territories and to give specific workshops in various areas of foster care.

C. Need for a foster parent association handbook, i.e., "How to Get Associations Started," to assist areas and staff in promoting the development of associations.

SECTION VI: CURRENT CONTACT PERSONS

Department of Social Services

- Diane Doyle
  Superintendent of Child Welfare
  6th Floor Precambrian Building
  Box 1320
  Yellowknife, Northwest Territories
  X1A 1H0 403-873-7312

- Mary Beauchamps
  Program Officer
  (same address and location)
  (Supervisor: Adoption/Foster Care/Children in Care Programs)

- Denis Heasley
  Program Officer
  (same address and location)
  (Supervisor: Juvenile Programs)

- Anne Enge (Native person)
  (Liaison with Foster Parents)
  YELLOWKNIFE District Office
  Box 608
  Northern United Place, Yellowknife

Foster Parent Association of Yellowknife

- Nancy Morrison
  President
  5301 - 49 Street
  YELLOWKNIFE, Northwest Territories

- Beulla Filpot

Frobisher Bay Social Services

- Geela Giroux, Director
  Town of Frobisher Bay, Social Services 819-979-5348

ONTARIO

FOSTER CARE PROGRAM AND TRAINING

AN OVERVIEW

MINISTRY OF COMMUNITY AND SOCIAL SERVICES

. . .

CHILDREN'S AID SOCIETIES OF ONTARIO

AND

FOSTER PARENT ASSOCIATION OF ONTARIO

PREPARED BY:

HELENE M. BATES
SPECIAL CONSULTANT
FOSTER CARE TRAINING STUDY
APRIL 1983

PREPARED FOR:

FAMILY AND CHILDREN'S SERVICES DIVISION
HEALTH AND WELFARE CANADA

Information Sources:

- Health and Welfare Legislative and User Information Services Libraries
- Interviews conducted on November 16, December 20, 1982, January 10, March 7, 8, 9, 11, 14 18, 23, and 24, 1983, with:
  - Stephen Handler, Planning Coordinator, MCSS
  - Greg O'Neill,* Provincial Foster Care Coordinator, MCSS
  - Holly Goren Laskin,* Associate Foster Care Coordinator, MCSS
  - Roger Bowring, Supervisor, Family and Children's Services of Niagara Region
  - Stephen Levy, Consultant, Toronto
  - Jim Ayerst, Foster Parent Trainer, Metro Toronto C.A.S.
  - Peter Hagerdorn, Supervisor, Metro Toronto C.A.S.
  - Donna Bonnifero,* President, F.P.A.O.
  - Ladorna Rabbe, Vice President, F.P.A.O.
  - Sandy Fishleigh, Coordinator, George Brown College
  - Ross Dawson, Executive Director, Family and Children's Services of Oxford County
  - Elaine Laurier,* Foster Care Coordinator, South East Region, MCSS
  - Mark Schwartz, Social Worker, Ottawa C.A.S.
  - Laurent Couture, Program Supervisor, Ottawa Area, MCSS
- Program manuals and miscellaneous reports, publications, obtained from above mentioned individuals.

Note:

- Where references are made to Appendix - information is available from the originating source. This is an internal reference for Health and Welfare acquisitions.
- This information is by no means an exhaustive reporting of the foster care program.
- * Critiqued draft summary April 1983.

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Note:

- o C.F.P.A. Canadian Foster Parent Association
- o C.A.S. Children's Aid Society
- o C.W.L.A. Child Welfare League of America
- o E.M.U. Eastern Michigan University
- o M.C.S.S. Ministry of Community and Social Services
- o T.R.U.S.T. Training Resources in Understanding, Supporting and Training Abused Children

SECTION I: LEGISLATION AND PHILOSOPHY

A. Child Welfare Act

1. Revised Statutes of Ontario, 1980
   Chapter 66
   as amended by
   1981, Chapter 66, Sched., and,

   - Regulation 96
     Revised Regulations of Ontario, 1980
     (General)
     as amended to O. Reg. 102/82, and,

   - Regulation 97
     Revised Regulations of Ontario, 1980
     (Practice and Procedure of Societies)
     February 1982.

2. Chapter 66 - 1(b): the "best interest of the child"

3. Chapter 66, Part II (19): Protection and Care of Children

   - Foster home "means a home, other than the home of a child's parent, in which a child is placed for care and supervision but not for the purpose of adoption."

   - "Place of safety - means a receiving home, foster home, hospital and other place or class of places designated in writing by a Director, but does not include a training school under the Training Schools Act."

   - Admission of children into care:

     - Section 25, (1-3): temporary care agreement (voluntary request by parents for temporary arrangements because of inability to provide for child).

     - Section 25, (4): Special needs agreement (voluntary request by parent for care arrangements because of child's special needs).

- Section 30 (1-5): Court order for supervision, temporary custody as society ward or crown wardship.

o Section 28 (6, 8): Foster parent attendance at hearings - "any foster parent who immediately prior to the hearing has been caring for the child on behalf of a society for a continuous period of more than six months" ... is "entitled to make representations to the court and to be represented by counsel at the hearing, but shall take no further part in the hearing without leave of the court."

4. See Appendix A.

B. The Children's Residential Services Act, 1978

1. Statutes of Ontario, 1978
Chapter 70
and
Ontario Regulation 936/80
(December 1980

2. Chapter 70, Section 1: defines a "children's residence" as a facility which includes a foster home ... in which three or more children not of common parentage reside ...."

3. Regulations define licensing requirements and rules regulating the operation of residences.

4. See Appendix B.

C. Proposed Reform to the Child Welfare Act

1. Document released Nov. 1982 by the Ministry: "The Children's Act: A Consultation Paper."

2. Purpose:

o Attempt to consolidate and reform all existing legislation pertaining to children in Ministry funded programs.

- o Generate discussion and feedback from persons involved or interested in children's services in Ontario.

3. Background document: "Children's Services: Past, Present and Future."

4. Guidelines and proposed areas of revision and reform:

   - o Principles and philosophy of Ontario Children's Services system.
   - o Access to services.
   - o Children in need of protection; young offenders; rights and responsibilities of children in care and adoption.
   - o Foster Guardianship
     - proposes creation of a foster guardianship status.
     - discusses criteria and concerns regarding this issue.

5. Closing of the consultation period scheduled for spring, 1983.

6. The philosophy underlying this legislation is to interfere as little as possible with family life, and to strengthen the family.

D. <u>Philosophy</u>

1. Ministry's position on services to children is to utilize or provide "the least restrictive alternative."

SECTION II: SERVICE DELIVERY MATRIX

A. Ministry of Community and Social Services (MCSS)

1. Background thrust - "Foster Care: A Discussion Paper"

   - o Developed in September 1979.
   - o Paper presented the background and trends in the Ontario foster care system, the Ministry's position on foster care and the current situation within Child Welfare Services, Juvenile Corrections, Children's Mental Health System.
   - o Discussed and reviewed the range of issues - recruitment, selection, training, placement decisions, role and status of foster parents, support, and compensation.
   - o Resulting thrust: Minister (K. Norton), because of decreasing numbers of foster home applicants, need to improve rates, and support services, and increase of difficult children to place in foster care - announced initiatives which would facilitate the development of a "comprehensive, coordinated system-wide approach to improving foster care."
   - o See Appendix C.

2. **FOSTER CARE COORDINATION PROJECT**

   - o Created as a result of the initiatives announced in 1979.
   - o Project's location within the organizational structure
     - Project Management and Implementation Planning Unit.
     - Operational Support Branch.
     - Children's Services Division of the Ministry.
   - o Project team: Provincial and Associate Foster Care Coordinators etc. ...

- Project Mandate:
  - develop comprehensive guidelines and standards for recruitment and selection of foster parents.
  - review and make recommendations regarding specialized foster care and rate structure.
  - review and develop mechanisms aimed at development and training of staff.
  - supervise the development of special projects aimed at achieving the mandate. (see Section III, G.)
- Regional Foster Care Coordinators - Role:
  - provide consultation and support to the Regions: Southeast, Southwest, Central and North.
    - one coordinator in each region.
  - report to Provincial Foster Care Coordinator in "corporate" (i.e., headquarters, Toronto) and maintain reporting relationship to planning manager in the region.
  - assist in the implementation of foster care standards and guidelines through the Ministry Program Supervisor assigned to agencies within the area office.
  - participate as a member of the Regional Child Welfare Committee.
  - meet three times yearly with foster care workers in their regions to review issues and training needs.
- Project's status:
  - "is likely to continue to March 1985 in order to complete the development of regulations and the licensing of placement agencies."

B. Children's Aid Societies

1. Foster care is delivered through - 51 C.A.S. agencies.

2. Practices and procedures in foster care recruitment, selection, approval, supervision and training vary considerably from agency to agency within the same region.

3. Funding: 80% provincial, 20% municipality (on the average)

   - o agencies operating in northern Ontario are funded 90%+.
   - o In 1980, a service plan approach was adopted whereby
     - program budgets which operate on a calendar year are negotiated between each C.A.S., regional financial officer, and program supervisors for the area.

C. Other Agencies involved in Foster Care Service Delivery

1. Several Associations for the Mentally Retarded
2. Probation and After Care services
3. Private care agencies
4. A few Children's Mental Health Centers
5. Children's Institutions
6. One day nursery.

D. Foster Parent Association of Ontario

1. Background - provincial association started in 1971.

   - o Organizational structure - president, 2 vice presidents, secretary, treasurer.
     - board membership: 16 regional representatives elected from the local associations.
     - provincial committees:
       - standing committees: conference committee and by-law committee.
       - ad hoc committee - standards committee.
       - newsletter editor.

2. Liaison with O.A.C.A.S.

   - o O.A.C.A.S. delegates a representative to the F.P.A.O. executive.
   - o F.P.A.O. is not represented on the O.A.C.A.S. board.

3. Provincial association meets 3 to 4 times per year.

4. Membership

   - o Represent approx. 1/3 of the total number of foster parents in the province. (estimated at 6,000 foster families)
   - o Membership in local associations is either automatic or voluntary, depending on the area policy.

5. Relationship with the Ministry.

   - o In Oct. 1982, the Ministry agreed to a grant of $82,000 (for a one-year term) for O.A.C.A.S. to administer the F.P.A.O.

- o Prior to 1982 the Ministry attempted to support the provincial association with occasional grants for bi-annual conferences.

6. Major development - spring 1983

   - o selection and hiring of a coordinator to organize and develop a viable provincial foster parent asssociation with funds recently allocated.

     - coordinator will report to O.A.C.A.S., Executive Director.

7. Liaison with C.A.S. agencies.

   - o Relationships vary depending on the philosophy and orientation of executive directors vis-à-vis local associations.

8. Foster parent's perception of their role.

   - o "Important link to acccomplish the goals of the agency with the child."

   - o "Lots of foster parents working with natural families, it is an exception that foster parents don't want to work with natural families."

   - o "Fostering is very different then it was years ago." There is a fear that with the fiscal restraint and inability to recruit more foster homes for disturbed children that the situation of "shelters" for children will be re-created.

   - o Many foster parents still consider themselves as "second-class citizens" and are "reluctant to stand up for their role."

   - o "Membership in a local association would strengthen their belief in their role."

   - o "Many want to cope with only minimal changes."

9. Affiliation with C.F.P.A.

   - o "We support them morally, but until we get the Ontario association strong and sturdy with local representation, we can't support C.F.P.A. with money or a voice." (D.B.)

     - F.P.A.O. has in the past sent delegates to the annual conferences and to conferences in other provinces.

   - o "Has not been very effective, has a low profile - again money is a big factor, have done better this year with correspondence and minutes coming out to members." (L.R.)

   - o Annual conference is important as an avenue for sharing and exchange of information.

   - o Concern: there seems to be the lack of regular, on-going communication from C.F.P.A. "affected by lack of funding."

10. F.P.A.O. newsletter.

   - o Previously entitled "Highlites," however, has not been published for approximately 2 years.

11. F.P.A.O. objectives.

   - o Complete the hiring of a coordinator to manage the affairs of the F.P.A.O.

   - o Advocate for a standardized rate structure throughout the province.

   - o "Open the doors" i.e., invite all foster parents or foster grandparents in all service areas, private agencies, probation and after care services, associations for the mentally retarded to become F.P.A.O. members.

- o Work towards improving liaison to maintain support from the Ministry and to share in planning and decision making activities which affect children in care.
  - advocate for improved working relationships with social workers.
  - advocate for better compensation.
  - advocate for financial support to the natural family when the child returns home in order to raise the natural family standard of living.

12. Concerns related to F.P.A.O.

- o F.P.A.O. needs a stronger "grassroots" support. There is a question as to whether or not it can legitimately claim to represent the majority of foster parents in the province.
  - "The F.P.A.O. has potential and its necessity is real."
- o The formation of foster parent associations perhaps needs to be re-examined, - i.e., the traditional model of executive meetings, general meetings, with occasional guest speakers is a formula which may not be conducive to the current situation.
  - since the formation of "cluster groups" a model of selecting representatives from each cluster group to form a provincial executive may be considered advantageous.

SECTION III: GENERAL FOSTER CARE INFORMATION

A. Profile of Children in Care

1. Generally, the majority (50%) of children are 10 years of age and older. (approximate total 12,000 - Mar. 82 statistics)

2. Trends.

   - o The majority (60%+) of child in care return to their families after short term care.
   - o Although the child in care population is declining (despite economic situation) children coming into care tend to be older and generally more disturbed.
   - o Many originate from one-parent family (high risk).
   - o Many areas experience a shortage of homes for teenagers.

B. Profile of Foster Parents

1. General characteristics

   - o Some in their mid-20s with no children of their own.
   - o Majority: above the age of 30.

2. General motivation.

   - o Desire to assist others
   - o Religious motivation
   - o Many second generation foster parenting careers.

3. Trends

   - o Foster parents are beginning to advocate for a stronger voice and more recognition in a formal way.

- o Findings by Market Facts of Canada Limited (commisioned by MCSS in 1979 to conduct a market research study of foster parents).
  - a new kind of foster parent emerging - middle and upper income, higher education, white collar occupation.
  - foster parents are more likely to view foster parenting as a profession with training and pay.
  - need to develop a modern image for foster care.
  - major dissatisfaction with compensation rate and frustration caused by lack of respect and recognition received from agencies and governments.
  - foster parents seek support including education, professional guidance and contact with other foster parents and relief services.

C. General Trends

1. "Foster care is changing." There is a need to look at different models in servicing children requiring supplemental or substitute care; the traditional foster care approach will remain, however, it is necessary to expand and creat new approaches and dynamics in meeting the emerging needs of the day.
   - o Need to develop specialized foster care for children who cannot be accommodated in the traditional care alternatives.
   - o Example: Individualized Residential Care Program.
     - See Section VII.
2. A decrease in de-institutionalization into smaller community-based facilities, (i.e., foster homes, group homes) is being noted as agencies move toward balancing resource needs (such as homes for teens ...)

D. Recruitment

1. 1980 campaign

   - Large scale media campaign conducted by the Ministry using the Market Facts research results in planning the advertising strategy.

     - $600,000 was committed: $300,000 for the Ministry to develop recruitment materials; $300,000 allocated to child care agencies.

2. "Recruitment Campaign - Planning Guide".

   - Planning guide entitled: "Where Would It Be Without You?" - developed by the Ministry and distributed to all Children's Aid Societies in Sept. 1980.

   - Purpose - intended as a uniform, practical reference guide to aid foster home recruiters in attracting potential foster parents and communicating program needs.

3. Brochures accompanying "Planning Guide."

   - "Foster Care Questions and Answers"

   - A series of 12 brochures and recruitment kit cover.

   - Collateral material - stickers, banners, posters, counter cards and buttons available.

   - Audio-visual film presentation available.

   - NATIVE RECRUITMENT PACKAGE - brochure and poster for use in recruiting Native families.

4. Adaptation of advertising strategy.

   - Children's Aid Societies may adapt any of the materials developed by MCSS in responding to their local recruitment needs.

5. Follow-up to 1980 campaign

   - o 1981: a provincial recruitment campaign did not take place.
   - o 1982: responsibility for a recruitment program was transferred from the Foster Care Coordination Project to the Communications Division of the Ministry.

6. See Appendix D.

E. Foster Care Rates

1. Background

   - o An annual survey of rates was generally undertaken by O.A.C.A.S. who then distributed this information to C.A.S. agencies.
   - o The 1979 Discussion Paper (Section II, A.1) contained recommendations on provincial, regular and special rates incentives.
   - o Foster Care Coordinator Project organized a Committee to review the rate structure.

2. Regional rate schedule developed by the Committee was released by the Ministry in the fall, 1981.

   - o Provincial funding was made available to agencies to assist them in raising foster care rates.
   - o **Result - a variance in the basic rate structures remains although the Ministry continues to encourage the movement toward a uniform rate structure.**
   - o See Section VII: Sample of Foster Care Rate Structure, Family and Children's Services of Oxford County, December 1982 report.

3. See Appendix E.

F. Foster Care Insurance

1. Guidelines released March 4, 1983: "Compensation to Foster Parents for Loses Arising out of the Care of Foster Children."

   - o Placement agencies directly operated by the Ministry (i.e. Probation and After Care) are expected to adhere to the guidelines.
   - o Other agencies are encouraged to incorporate these guidelines in their operational policy.

2. Guidelines developed by:

   - o MCSS
   - o O.A.C.A.S.
   - o Ministry's of Government Services and Consumer and Commercial Relations
   - o The Insurance Bureau of Canada
   - o Insurer's Advisory Organization of Canada.

3. A review of the various sources of compensation indicated that:

   - o Comprehensive general liability, personal insurance, as well as compensation payments were necessary.
   - o Insurance normally available in markets should be purchased by agencies and foster parents.
   - o Ex gratia compensation should be considered where personal insurance as well as compensation payments were necessary.

4. Guidelines outline:

   - o Specifications for comprehensive general liability insurance available to placement agencies.
   - o Suggestions on compensation to foster parents for lose or damage caused by children in their care.

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   - Suggestions on compensation to foster parents for lose or damage caused by children in their care.

- o Suggestions on ex gratia payment by transfer payment agencies to third party for lose or damage to real or personal property where no legal liability exists.

7. See Appendix F.

G. Current Developments (under Foster Care Coordination Project)

1. "Proposed Standards and Guidelines for Agencies Placing Children in Foster Care."

- o A consultation paper - released by the Ministry October 1981.
- o Purpose
  - define and describe essential and minimum levels of practice in an attempt to establish consistent and congruent functions for delivery of foster care service throughout the province.
  - stimulate discussion of proposed standards and guidelines with placement agencies, foster parents, interest groups and the general public in order to develop final statement on standards.
- o Framework:
  - Foster Care Practices: The Child and Natural Family - practices and procedures in assessing, placing and meeting the child's need in foster care
  - Foster Care Practices: The Foster Home - practices and procedures in selecting, supporting and training foster parents and offering support.
  - Management of Foster Care Service - staffing of the placement agency, statistics collection and reporting, planning, review and community education.

- Content addresses:
  - philosophy towards natural parent.
  - role of foster parent
    - "viewed as colleague of placement agencies workers ... seen as integral members of the team ... whose opinion must be sought in planning and making decisions that effect the foster child, progress and stay in care."
  - statement of children's rights
    - "person providing foster care must recognize child's entitlement to an identity as a family member and to a psychological parent."
  - statement of rights of foster parents
  - statement of rights of workers
  - orientation for foster parents
  - competent fees for foster care staff
  - competent fees for supervisors/foster care workers
  - worker orientation
  - training and staff development
  - statistics, planning and review
  - community education, organization and development
- Consultation process:
  - Regional coordinators provide consultation on the proposed standards and guidelines to placement agencies and encourage agencies to align their services to the intent of the proposed guidelines.
  - Agencies conduct self-assessment, select and implement guidelines to the extent they are able.

- o Although implementation is done on a voluntary basis, there is no compliance factor imposed.
  - many agencies have identified which practices are in place and which are not and many have started to review policies, update them and formalize policies where none have been in the past.
- o Objectives:
  - to begin implementation of and compliance to the finalized standards and guidelines at some time in the future to correspond with the proposed reform of the Children's Act.
  - Note:
    - . if the Children's Act is tabled by the Legislature the standards and guidelines will be incorporated into the regulations section
    - . if the proposed Children's Act is refuted, the standards and guidelines will be incorporated into the regulations under the Children's Residential Services Act, 1978.
- o See Appendix G.

2. <u>Foster Care Research Project</u>

- o A 2-year study funded by a grant from the Provincial Lottery.
- o Purpose: to conduct research on foster care practices and structures in Ontario.
- o Research company: Levy-Coughlin Partnership, 12 Cumberland Street, Toronto, Ontario.
- o Participants:
  - 32 Children's Aid Societies
  - a sample of facilities for the mentally retarded
  - private foster care programs
  - Probation and After Care resources.

- o Project time frame: September 1981 to March 1983.
- o Final report: to be completed in May 1983.
  - "Implementation Guide" to be published in the fall 1983.
- o Intended outcomes of the research conducted:
  - research results will assist agencies in determining how best to structure, manage and deliver foster care services in order to achieve effective outcomes for those involved in foster care - i.e., children, foster and natural parents, staff ...
  - research results will act as complementary resource to the "Proposed Standards and Guidelines" and will provide direction on how to set up and deliver those sound practices in foster care.
  - Orientation sessions to share research findings with C.A.S. and Ministry staff will be coordinated and conducted at some time in the future.

3. **Specialized Foster Care Project**

- o Purpose:
  - to review and assess existing programs and to design an appropriate model of care for handicapped or behaviourly disordered children in the community.
- o Status:
  - Foster Care Coordinator project staff are in the process of finalizing a report.
  - recommendations will be submitted in the fall, 1983.

SECTION IV: FOSTER CARE TRAINING PROGRAMS

A. Standardized Orientation and Training

1. **A STANDARDIZED PROVINCIAL ORIENTATION OR TRAINING PROGRAM OR MODEL is not in place at this time.**

2. **Orientation and training programs vary in regard to being mandatory.**

3. Orientation and training models utilized or adapted:

   - Eastern Michigan University
   - NOVA University
   - Child Welfare League of America

B. T.R.U.S.T. Training Package

1. Trainer's manual entitled: TRAINING RESOURCES IN UNDERSTANDING, SUPPORTING AND TRAINING ABUSED CHILDREN (T.R.U.S.T.)

   - o A curriculum guide to conduct organized presentation to target groups.
   - o Authors: Ross Dawson and Eleanor Wilde, March 1979
   - o Prepared for: Ministry of Community and Social Services, Children's Services Division, as part of a series of training manuals or a core curriculum entitled: TRAINING PROGRAMS FOR CHILDREN'S AID SOCIETIES ON CHILD ABUSE.
   - o Focus:
     - train foster parents, child care and other professional personnel who provide services to abused children.

- Content:
  - 15 session outline: each containing a description of goals and objectives, suggested activities, exercises and resource material.
  - resource kit section: provides information on reference materials, bibliography, listing of films and general rules for training.
- Other training manuals available in this series.
  - INTRODUCTION AND READINGS, Vol 1 (Aug 80)
  - FRONT-LINE PROTECTION STAFF, Vol 2 (Aug 80)
  - TRAINER'S MANUAL, FRONT-LINE PROTECTION STAFF, Vol 3 (Oct 80)
  - SUPERVISORS, Vol 4 (Nov 80)
  - WORKING WITH ADOLESCENTS, Vol 5 (Jan 82)
  - WORKING WITH THE FAMILY, Vol 6 (Jan 82)
  - SEXUAL ABUSE, Vol 7 (Sept 82)
- Availability:
  - Stephen Handler
    Planning Coordinator
    Project Management and Implementation
    Planning Unit
    Operational Support Branch
    700 Bay Street (9th Floor)
    Toronto, Ontario
    M7A 1E9 (416) 968-8067

C. Foster Parent Certificate Program

1. Location: George Brown College of Applied Arts and Technology, Toronto, Ontario.

   - Contact person - Sandy Fishleigh
     Coordinator, Foster Parents Program
     P.O. Box 1015, Station "B"
     Toronto, Ontario M5T 2T9
     Telephone: 416-967-1212 (Ext. 4228)

2. Background

   - Program designed by a committee of representatives from the two Children's Aid Societies involved, child care worker and college instructors.
   - Program originated in 1978 and involves instructors from the college system - two of which are also foster parents.

3. Admission requirements

   - "Employment as a foster parent by a recognized agency."
   - "Referral from Metro Toronto Children's Aid Society or Catholic Children's Aid Society."
   - "Secondary school diploma or equivalent or mature student 19 years old and older."

4. Program focus: to provide basic knowledge and skills enabling foster parents to understand and cope with behaviours of children in care.

5. Program design:

   - Designed as an educational program consisting of academic courses and an evaluation of fostering competencies.
   - Four courses, two of which can be taken each year.
   - An evaluation of fostering skills required in the second year.

6. Courses offered

   - o Human Growth and Development
   - o Child Management I and II
   - o The Foster Parent and the Community

D. Current Orientation Programs (A Sampling)

1. **FAMILY AND CHILDREN'S SERVICES OF NIAGARA REGION**

   - o Adaptation of NOVA material
     - contract with NOVA University (February 1983) Eileen Meyers-Pasztor, training instructor, for a week-long training session.
   - o Orientation is mandatory prior to approval
     - goal is to incorporate mandatory orientation and group self-selection techniques in the home study process.
   - o Orientation program design
     - four, 2-hour evening sessions
     - topics covered:
       - . general child welfare issues in the region
       - . fostering roles and responsibilities
       - . types of children in care
       - . behaviour management techniques
   - o Audio-visuals (films) utilized:
     - "Somebody Talk to Me"
     - "Don't Condemn Me Until You Know Me"

- "Marie"
- "The Worker"
- "Uprooted Children in Foster Care"
- "How Children Respond to Separation, Part I & II, C.W.L.A."

2. **METRO TORONTO C.A.S.**

   o Mandatory orientation process:

   - a group intake process where general standards and requirements are examined, followed by a distribution of applications to participants.
   - After completion of the application and home study, a mandatory orientation program is effected once per week for one month.
   - Foster parents undergoing mandatory orientation may have placement or be vacant.

   o Orientation topics:

   - child development (using Erickson's stages of development).
   - separation trauma
   - effects of fostering on your own children
   - agency and foster parent association
   - discipline

3. **RENFREW C.A.S.**

   o Adaptation of NOVA model.

   o Pre-service training for foster parents is mandatory prior to completion of home study.

   o Agency staff are involved in presenting their model to other agencies in the South East Region.

E. In-Service/Training Program (A Sampling)

1. **FAMILY AND CHILDREN'S SERVICES OF NIAGARA REGION**

- o None of the on-going training workshops are compulsory.
- o Foster parent education committee
  - foster parents (selected by social workers) and staff
  - meet three times yearly to develop training agenda, evaluate training needs, and discuss diploma or award requirements.
- o Trainers
  - social workers and resource people from the community.
- o Type of curriculum
  - flexible depending on identified need, (based on feedback from foster parents).
- o Training sessions:
  - offered once a month, two-hour evening modules.
- o Topics offered:
  - Stress Management
  - Buckle Up Program on Child Restraint
  - Child Management
  - Dangerous Products
  - Infant Stimulation

2. **METRO TORONTO CHILDREN'S AID**

- o In-service training is not mandatory at this time.

- Regular programs offered:
  - "T.R.U.S.T." package: 10-week, two-hour evening sessions, group of 16 to 20 foster parents.
  - "Fostering an Adolescent": adapted from C.W.L.A. materials and film; 7-week session.
- Optional workshops offered:
  - Geneva Centre offers programs for autistic children and those with severe communication problems.
  - "Foster Fathers" evenings.
  - Health and first aid: 1 to 2-day workshops coordinated with the Red Cross.
- Trainers
  - C.A.S. foster parent trainer, is responsible for coordinating, developing and delivering training sessions.
    - co-leads with a foster parent (who has taken the T.R.U.S.T. training) when conducting T.R.U.S.T. training session.
  - resource persons are contracted for specific sessions.
- Courses under development
  - An advanced course for dealing with the mentally retarded adolescent.
  - Discipline
  - Multi-culturalism sensitization (multi-cultural issues related to predominent ethnic groups: Greek, West Indian, Native Indian, Chinese, and Indo-Pakistani).

3. **OTTAWA C.A.S.**

- o Adapt materials from NOVA, EMU, C.W.L.A.
- o Working principles
  - to encourage foster parents and social workers to co-lead sessions.
  - invite foster parents to attend using the ages of the children fostered as a guide to group participation.
  - offer 10 or 8-week modules generally.
- o Training courses
  - Access TV Ontario workshops on adult education.
  - "Effective Parenting for Foster Parents"
    - developed by using Dreikurs (Children the Challenge), and Brigg's (Your Child's Self Esteem), P.E.T.

4. **FAMILY AND CHILDREN'S SERVICES OF OXFORD COUNTY**

- o In-service programs are not mandatory.
  - training is generally open to persons who are potential adopting parents.
- o Courses offered on a term basis - fall, winter and spring.
- o Curriculum:
  - "Introduction to Fostering" - a combination of EMU and C.W.L.A. material
  - "Foster Parents and the Law" - family court, how to give evidence, keeping notes, being a witness
  - "Fostering the Mentally Retarded Child" - adaptation of the Fanshaw Community College mentally retarded certificate course
  - "Working With the Natural Family" - adaptation of the T.R.U.S.T. and EMU package

- "Fostering the Adolescent" - adaptation of EMU and C.W.L.A. material
- "Behaviour Management I and II"
- "Fostering Physically Abused Child and Sexually Abused Child" - adaptation of T.R.U.S.T.

o Trainers

- staff, executive director, court worker.
- occasionally contract a special instructor
- experienced foster parents do not co-lead at this time

o Role of Foster Parent Association

- C.A.S. funded association - $2150 in 1983 to develop training sessions.

o Future objectives

- develop training modules and formalize training manuals for workers.
- review and consider a foster care classification system based on training acquired and applicable monetary incentives.
- negotiate with community college nearby to develop a "School of Foster Care" i.e., a two-year certificate program for foster parents.

5. **CHILD AND FAMILY SERVICES OF KENORA**

o Agency sponsored (2½-day) workshop with E.M.U. personnel - Pat Ryan and Bruce Warren, in Oct. 1982.

o Workshop focus: "The Team Approach to Foster Care"

o Note that the majority of children in care in the agency are of Cree and Ojibway origins.

SECTION V: RECOMMENDATIONS ON THE FEDERAL ROLE IN FOSTER PARENT TRAINING

A. Regarding C.F.P.A. "Before any Canadian association can be developed fully, you have to build strong local, and provincial associations."

1. C.F.P.A. "definitely needs someone to work with them to get organized, to have good liaison with associations and with provincial and federal persons involved in foster care."

2. "C.F.P.A. assists in giving foster parents a sense of recognition."

3. "C.F.P.A. should be given support to help raise the image of foster care."

4. "C.F.P.A. could become involved in setting standards on foster care."

   - Could become an organization similar to the national Association of Child Care Workers.

5. "Funding to C.F.P.A. needs to be contingent on the association achieving certain standards, instead of funding conference perhaps funds should go for the hiring of staff to get the association going."

6. "Yes there is a need for a national group, if we believe in a partnership role, then we have to honor that belief by funding them and assisting them to reach an operational level."

B. The federal role in foster care is not clear - acting as a "clearing house" - providing formalized consultation, collecting and distributing information (through publication of an annual report) would be seen as helpful.

1. "There should be a Health and Welfare statement made on the status of the family in Canada. Federal government should institute programs which promote healthy family living - looking at prevention programs and where foster care fits into the overall child welfare services."

2. Because of constitutional/jurisdictional problems there is a need for research on foster care on a broader scope than the work done by the federal government presently and that done by the provinces.

   - "Federal government could encourage universities to take interest in doing more research and developing more curriculum on foster care related issues - do more selling to the universities and turn them on to the issues."

3. An inventory should be updated and maintain research data of foster care activities in Canada and the States.

4. Health and Welfare could be useful in getting and obtaining national perspectives on foster care through liaison with other countries.

C. Establish national advisory group as a steering body on foster care issues, putting people in touch with one another - "think tank, semi-structured - not for policy recommendations but for practical developmental work."

D. Health and Welfare should address and resolve the issue of foster parent insurance, involving itself with the insurance carriers of Canada and providing information to influence the companies to do some risk taking with foster parents.

SECTION VI: OTHER PROGRAMS OF INTEREST (A SAMPLING ONLY)

A. Foster Parent Clusters

1. Model developed by Family and Children's Services of Oxford County

2. Background thrust:

   - o need to alleviate the stress caused by unmet expectations of foster parents and social workers vis-à-vis their roles and responsibilities in the present traditional foster care system.

3. Principles:

   - o foster parents become the child's primary therapist.
   - o social worker role becomes one of support, consultation, training and special treatment for the children.
   - o the prime support for foster parents comes from each other.

4. Formation of "cluster group":

   - o every foster parent is assigned to a cluster based on age of child in care and location of foster family.
   - o all foster parents in the cluster have the same social worker
   - o attendance is mandatory for new foster parents and highly recommended for foster parents who have been in the system for some time.
     - inactive homes are encouraged to attend cluster groups.

5. Orientation to the "cluster" model:

   - o staff: agency holds staff training sessions to assist workers to accept and cope with the new role involved.

   - o foster parents: cluster groups are lead by agency staff - who assist the group in understanding the model.

6. Cluster meetings:

   - o held bi-weekly, attendance generally 80%.

   - o meetings consist of comraderie, problem solving and specific training.

   - o provides forum for discussion of consultation papers such as the Proposed Standards and Guidelines.

   - o each cluster group receives the basic S.T.E.P. training program.

7. Special treatment program component

   - o social workers responsible for cluster groups are "freed" to be involved in a variety of treatment programs on a weekly basis:

     - Play Therapy - for children under 8.

     - Voyagers - for physically abused children.

     - Growing Up in Care - for adolescents coping with sexuality and identity crises.

     - Crown Ward Retreat - for adolescents growing towards independence. (not regularly scheduled)

8. Restriction

   o cluster groups are not involved in working with natural families: (There is a need to develop a strong foster care system before extending support and management assistance to natural families in the community.)

      - occasionally, vacant homes may be used as lay therapists.

9. Current status:

   o cluster groups continue to operate.

   o model being adapted in Owen Sound, Chatham, Toronto Metro and Gray County.

10. See Appendix I.

B. <u>Initiatives in Services to Indigenous Groups</u>.

1. Many areas of Ontario are actively pursuing consultation on child welfare services for Indian reserves and communities.

   o North Region

      - several projects underway.

   o Southeast Region: example -

      - Curve Lake Project (Peterborough)

      - St Regis Project (Cornwall)

      - Golden Lake Project (Pembrooke)

2. Contact Persons

- o Ministry of Community and Social Services

  - Nancy Green
    Native Services Coordinator
    Project Management and Implementation
    Planning Unit
    Operational Support Branch
    700 Bay Street (9th Floor)
    Toronto, Ontario
    M7A 1H2 416-965-0912

- o Association of Iroquois and Allied Indians

  - Marina Hill
    Social Services Director
    Chatham, Ontario 519-681-3551

- o St. Regis Reserve Project
  (C.A.S. and MCSS contact persons)

  - Tom O'Brian, Director
    Storemont, Dundas,
    Glengary C.A.S. 613-933-2292

  - Robert Nadon
    Program Supervisor
    Ministry of Community and Social
    Services
    2197 Riverside Drive (Room 705)
    Ottawa, Ontario 613-737-7324

- o Curve Lake Project
  (C.A.S. and MCSS contact persons)

  - Dorothy Barrass, Director
    Kawartha-Haliburton, C.A.S. 705-743-9751

  - Kevin Morris
    Program Supervisor
    Ministry of Community and
    Social Services
    Peterborough, Ontario 705-743-1624

C. Parent Therapist Program

1. Model known as: Chedoke McMaster Parent Therapist Program, originated through:

   - Child and Family Center
     Children's Mental Health Centre
     Chedoke MacMaster Hospital
     Box 2000, Station A
     Hamilton Ontario.
     L8N 325 Phone: 416-525-9140 (Ext. 615)

   - Contact: Fran Pilon

2. Program focus

   - Established in 1972 for the placement of severely emotionally disturbed children as alternative to placement in residential treatment facility.

   - Established to recruit, select and train healthy, nuclear families to function as therapists for the children.

3. Current status

   - Project terminated in the summer 1981 (the last child discharged in July 1982).

   - A 10-year follow-up on the children within that progrm is now being conducted and a report being prepared.

   - Serves as a model for many current projects.

4. Reference articles:

   - "The Parent-Therapist Program Past, Present and Future"

   - "Draft Proposal for Ministry of Community and Social Services Re: the Development of Extensions to the Parent-Therapist Program," Chedoke Parent-Therapist Program, August, 1979.

- "The McMaster Model of Family Functioning," Journal of Marriage and Family Counselling, Epstein, N., Bishop,D.S., and Levin, S., October, 1978.

- "The Parent-Therapist Program: An Innovative Approach of Treating Emotionally Disturbed Children," Hospital and Community Psychiatry, Vol. 27, #6, Rubinstein, J. and Levin, S., June, 1976.

- "The Parent-Therapist Program: Alternate Care for Emotionally Disturbed Children," American Journal of Orthopsychiatry, Vol. 48, #4, Rubinstein, J., Armentrout, J., Levin, S., and Herald, D., October, 1978.

- "A Model for Interagency Co-operation in the Provision of Mental Health Services to Youths," Hospital and Community Psychiatry, Vol. 27, #6, Rubinstein, J., and Levin, S., June, 1976.

D. Individualized Residential Program

1. Operators:

   - Oshawa and District Association for the Mentally Retarded.

   - Contact: Paul Woodcroft
     Director, Residential Services
     Oshawa District Association for
     The Mentally Retarded
     555 Wentworth St. E.
     Unit IA
     Oshawa, Ontario
     Telephone: 416-571-3420

   - Client group

     - natural family and children who range from 6 to 10 years of age, who exhibit severe behavioural, physical, and/or medical difficulties.

   - Focus:

     - long-term residential placement providing family environment where skill training and behaviour management programs can be geared to the individual needs of each child.

- frequent natural family contact with the child.

- establishment of effective networks of support for residential associates through regular inter-family exchanges, seminars, training courses and self-support leadership sessions.

- demonstration that the child's needs can be successfully supported within their own community.

o Care provider or substitute parent: "residential associate"

- Role:

  . assist in designing their own home program.

  . report to coordinating supervisor.

  . become part of extended family system of mutual support.

  . access support services and behavioural management specialists to meet the needs of the child.

  . be accountable as a paid employee.

o Selection, matching and placement.

- following an orientation and training course the candidate may be selected as an associate family to meet the needs of a particular child matched to their skill level.

- placement made following a series of pre-placement visits with natural family and child.

- an individual service planning meeting is arranged after one month of the child's placement (goals and methods of achieving the goals are outlined) - quarterly reviews are made thereafter.

- o Support system for associate families
  - 10 to 15 hours per week part-time support
  - regularly scheduled meetings (group) with the individual residential program supervisor
- o Current status
  - program began June 1980 and continues to date
  - each of the 10 children involved still live with their original associate family, no child has left the program.
- o See Appendix H.

E. Foster Care Rate Model - Family and Children's Services Oxford County

1. 1983 budget increase of 7.9% and surplus dollars from 1982 allowed for flexibility in increasing foster care rates.
2. Principle.
   - o Foster care rates should reflect the agency's philosophy of regarding foster parents as "partners with the agency," thus giving them more financial responsiblity.
3. Regular rate structure reviewed and changed to match the Consumer Price Index of August 31
   - o Elements in the inclusive rate are increased accordingly.
   - o Inclusive rate covers - clothing, shelter, household allowance, recreation, school, travel, personal care items, relief, etc.
4. Supplementary rate structure.
   - o Based on needs of child.
   - o A checklist determines the percentage of additional funding based on behaviour management needs and degree of adjustment by care giver.
   - o Rate reassessed every three months.

5. Special rate structure - applied to the home not the child because of the specialized training or experience with, e.g., teen homes or pre-teen homes.

   - o Flat overall rate given along with the basic regular rate
     - rate - $200 per month for teen, $150 a month for pre-teens.
   - o Involves 24 to 28 homes

F. "C.A.S.T." GROUP

1. Location: Ottawa Children's Aid Society
2. Model adapted about 8 years ago - from Catholic C.A.S. in Toronto called "Youth to Youth."
3. Client group:
   - o Teens 14 to 18 years of age who are in the care of the agency.
4. Meetings
   - o Planning teams meet weekly for about one and one-half hours.
5. Activities
   - o Plan various social activities and two residential retreats per year.
6. Liaison worker
   - o A child care worker from the Children's Aid Society, acts as coordinator.
   - o Contact: Mark Schwarz
     Children's Aid Society Ottawa
     Phone Number: 613-733-0670

G. Local Children's Services Committee

1. Concept developed in 1977 whereby committee comprised of - service providers, provincial/local government reps, consumers, citizens, volunteers and "key informants" would participate.

2. Function of committee - facilitate case coordination for hard to place children - link with other resources, government, and regions.

   - Pilot projects located in Windsor and Essex, Hastings and Prince Edward, York, regional Niagara and Waterloo.

3. Objective - each project would apply a different working model, i.e., committees comprised of either all service providers, all municipal employees or all mixed professionals.

   - Each project would evaluate and project program needs over a five-year time line.

4. Budgetting - 20% C.A.S. and remaining municipal funding.

   - Committee would be responsible to allocate funding at a local level to coordinate and purchase services to meet their needs.

5. Result: Due to a change of Ministers and fiscal restraint, commitment to the pilot projects was affected.

   - All programs with the exception of Niagara are now defunct. Niagara continues on an ad hoc basis through regional government funding.

6. Future projection.

   - Although this thrust is in disarray, the Consultation Paper on the Children's Act makes provision for the creation of such committees whereby each member of the committee would be hired on a full time contract position.

   - Further review is being conducted through input into the Consultation Paper.

SECTION VII: CURRENT CONTACT PERSONS

MINISTRY OF COMMUNITY AND SOCIAL SERVICES (MCSS)

- Greg O'Neill
  Provincial Foster Care Coordinator
  Project Management and Implementation Planning Unit
  Operational Support Branch
  700 Bay Street (9th Floor)
  Toronto, Ontario
  M7A 1H2
  416-965-8067

- Holly Goren Laskin
  Associate Foster Care Coordinator
  (same as above)

ONTARIO ASSOCIATION OF CHILDREN'S AID SOCIETIES

- George Caldwell, Executive Director
  2323 Yonge Street, Suite 505
  Toronto, Ontario
  M4P 2C9
  416-481-5223

- Jack Finlay, Associate Executive Director
  (same as above)

ONTARIO FOSTER PARENT ASSOCIATION

- Donna Bonnifero, President
  189 Cathcart Street (Apt. 2)
  Sault-Ste-Marie, Ontario
  P6A 1E5
  705-942-0295

- Ladorna Rabbe
  Vice President
  940 Hiawatha Park Rd.
  Orleans, Ontario
  613-824-3154

SIR GEORGE BROWN COMMUNITY COLLEGE

- Sandy Fishleigh
  Coordinator, Foster Parents Program
  P.O. Box 1015, Station "B"
  Toronto, Ontario
  M5T 2T9
  416-967-1212 (Ext.4228)

OTHER RESOURCE PERSONS - ONTARIO

- Elaine Laurier
  Foster Care Coordinator
  Southeast Region
  Ottawa Area Office,
  Ministry of Community and Social Services
  2197 Riverside Drive
  Ottawa, Ontario K1H 7X3 613-737-7324

- Steven Levy (Foster Care Research Project)
  Levy-Coughlin Partnership
  12 Cumberland Street
  Toronto, Ontario
  M4W 1J5 416-961-8852

- Family and Children's Services of Niagara Region

  - Roger Bowring
    Supervisor Foster Care and Adoptions
    311 Geneva Street
    P.O. Box 516
    St. Catherines, Ontario
    L2R 6W5 238-937-7731

- Metro Toronto C.A.S.

  - Colin Maloney, Manager
    33 Charles Street E.
    Toronto, Ontario
    M4Y 1R9 416-924-4646

  - Jim Ayerst
    Foster Parent Trainer

  - Peter Hagerdorn
    Supervisor Recruitment and Orientation

- Family and Children's Services of Oxford County

  - Ross Dawson, Executive Director
    92 Light St.
    Woodstock, Ontario
    N4S 7X6 519-539-6176

PRINCE EDWARD ISLAND

FOSTER CARE PROGRAM AND TRAINING

AN OVERVIEW

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

AND

P.E.I. FOSTER PARENT ASSOCIATION

PREPARED BY:

HELENE M. BATES
SPECIAL CONSULTANT
FOSTER CARE TRAINING STUDY
APRIL 1983

PREPARED FOR:

FAMILY AND CHILDREN'S SERVICES DIVISION
HEALTH AND WELFARE CANADA

Information Sources:

- Health and Welfare - Legislative and User Information Services Libraries
- Interviews conducted on January 18, 1983 with:
  - Jim Mair,* Coordinator, Children in Care
  - John Picketts, Resource Consultant, Region II
  - Cheryl Stright, Secretary
    Summerside Foster Parent Association
  - Brenda Rogers, Foster Parent
    Summerside Foster Parent Association
- Program manuals, and miscellaneous reports, publications obtained from above mentioned individuals.

Note:

- Where references are made to Appendix - information is available from the originating source. This is an internal reference for Health and Welfare acquisitions.
- This information is by no means an exhaustive reporting of the foster care program.
- * Critiqued draft summary April 1983

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Note:

C.F.P.A. - Canadian Foster Parent Association

SECTION I: LEGISLATION AND PHILOSOPHY

A. Family and Child Services Act

1. The act was ascented to April 24, 1981 and became effective the 15th of January 1982.

2. Resulted from - Omnibus Bill which went forward in 1980/81; the Bill was an attempt to consolidate three existing statutes: The Children's Protection Act, The Children's Act and the Adoption Act.

   - o The Legislature brought into law one section of the Bill - Family and Children Act.
   - o This act completely replaced the Children's Protection Act, retained certain sections of the act and included portions of the Children's Act
   - o The Adoption Act is under review by a departmental committee to determine how to proceed with the Omnibus Bill.

3. Preface: stipulates and defines the interpretation of "the best interests of the child"

   - o "Need of child for parental care and guidance"
   - o "Views and preferences of child"
   - o "Love and affection and ties that exist..."
   - o "Capacity of parents to properly discharge parental obligation"
   - o "Material, intellectual and spiritual well-being of child"
   - o "Importance of family relationships in the life, growth and development of the child."

4. Section 2 (A to R): child in need of protection.

5. Section 9 to 11: Services to families

   - o "Director may offer and provide child care services ..."
   - o "Director may offer and provide ... without applying for an order ..."
   - o "homemaker services with consent of parent or without consent"
   - o "powers of homemaker" are specified.

6. Sections 24 and 25: Care and protection - Director has the authority to determine a plan of care.

B. Philosophy

1. Because of the change in legislation and the department's orientation firstly to family support services rather than child in care services, a good deal of emphasis is given to strengthening family systems to avoid the intervention of protection services.

2. The department has a strong homemaker service - preventive base.

3. Permanency planning concept is pervasive although not yet adapted in policy. The critical issue is to concentrate on the child's need for identity at the point of apprehension. Foster care is seen as a last resort and permanency planning begins within 48 hours of apprehension ideally.

SECTION II: SERVICE DELIVERY ASPECTS

A. Department of Health and Social Services

1. Social Service Branch, Central Office

   - o Coordinator, children in care: responsibilities - case consultation, development of standards and policy, input into legislative changes.

   - o This position is seen as an "integrated generalist model."

2. Regional offices - five departmental offices

3. Foster care services - delivered via diversified case workers generally.

   - o In some larger regions a "resource consultant" acts as liaison worker with foster home groups, also offers generalized child welfare consultation within that region.

4. Staff development officer - responsible for all departmental programs.

B. Departmental Manual: Division of Field of Services Children in Care, Section 7

1. The policies and procedures in this manual were amended August 9, 1982.

   - o Some guidelines and procedures remain unchanged since 1977.

2. Definitions specify two types of care:

   - "Supplementary care - requires continuous and close collaboration of the child worker, the child, the child's natural family and the people who are providing the day to day care of the child. The basic premise underlying supplementary care is the belief that the child and family should be provided with frequent and easy access to each other."

   - "Substitute care - implies the complete separation of children from their natural families and their placement with new families who will make long term commitment to their care and growth needs"

3. Foster care: a type of supplementary care.

   - Regular foster care: care during an interim period to help prepare child for future re-integration in family or in substitute care.

   - Short term foster care: care for specialized groups such as healthy infants and pre-schoolers for short periods of time.

   - Special foster care: emergency foster homes, special foster homes for special need children, group foster care.

4. See Appendix A.

C. P.E.I. Foster Parent Association

1. Region II - Summerside Foster Parent Association is designated as the provincial association.

2. History:

   - In November 1980 a core of three foster parent couples and one social worker began to meet informally to examine the formation of a local association in Summerside.

     - designated itself as Chapter I of future provincial associations

- assist other groups in their formation.

o Although the formation of associations in the regions has been difficult, organizational activity has recently blossomed.

- Region I, West Prince, began informal meetings in January 1983 to begin laying the foundation of a chapter.

- Region III, Charlottetown, formed an organizational committee in early April 1983.

o Proposal for small operating budget prepared by the core group and presented to the coordinator for children in care for approval.

o First official meeting - September 1981.

3. This association has no society status to date.

4. Membership: Increased in 1982 from 12:20 members to 37:40 members.

o Membership is voluntary.

o Advertising via a monthly letter compiled by members of the association:

- mailed to each foster parent through the Social Service Branch

- highlight the meetings to be held.

5. Goals of the association.

o Advertise regularly in local daily newspaper and radio.

- o Support to one another in the community in order to dispel the stigma that foster parents care for children because of the financial remuneration and to make community more aware that fostering and adopting are different.

- o Prepare and develop a constitution to obtain society status; prepare and design a provincial logo.

- o Attempt to develop a provincial newsletter to be distributed regularly through the department.

- o Develop a central exchange for clothing and equipment in Region II.

- o Establish work committee to respond to specific tasks and report monthly to the executive.

- o Establish car pools during the winter months to increase attendance at meetings.

- o Attempt to conduct two provincial workshops per year.

- o Hold special functions

  - annual picnic, annual Foster Parent Week.

  - enter a float in Lobster Carnival Parade in 1983.

6. Accomplishments.

   - o Obtained provincial support from provincial Social Service Branch, i.e., Coordinator, Children in Care.

   - o Delegated six key foster parents to attend the National Canadian Association symposium in Halifax, summer 1982.

   - o Elected a local foster parent to the Canadian Foster Parent Association, Board of Directors.

   - o Secured funding ($5,000) from the Department of Social Services for a small operating budget and attendance at workshops.

- Hosted four representatives from the Nova Scotia Federation of Foster Parent Associations to assist them in the formation of a provincial organization (April 1982).

7. Affiliation with Canadian Foster Parent Association

- Three delegates attended the National Symposium in Halifax in the summer of 1982, and elected a P.E.I. foster parent to the C.F.P.A. Board.

- Responded to C.F.P.A. draft position paper on discipline.

- Support C.F.P.A. in principle and see the benefits of attending an annual symposium as a strengthening of the self-esteem of delegates in the business of fostering and strengthening the "Canadian" identity.

SECTION III: GENERAL FOSTER CARE INFORMATION

A. Profile of Children in Care

1. Steady decline since 1974 of the numbers of children in care.

2. Approximately 225 children in care - 50% represent permanent wards.

   - o 15% of permanent wards are aged 16-17 and are now undergoing assessment on readiness for independent living.

   - o Majority of children in care range from 7 - 15 years of age.

3. Trend

   - o Since 1975 there appears to be an increase in group home spaces available.

   - o Children come into care following long-term protection.

B. Profile of Foster Parent

1. Total number of homes: 160.

2. The majority are aged 40 years and up.

   - o Motivated by a sense of responsibility and family living.

3. Appears to be a new thrust of foster parents providing care being in the age bracket of 25 to 40 years of age, still raising their own children.

4. Trend

- o The element of foster parents desiring to be viewed as semi or para professionals is not evident here.
  - Department stresses the need to select foster parents for their "indigenous strength," "we want them for who they are and for what they can give"; therefore, emphasis is placed on selection process rather than training once they are approved.
- o The major issue: foster parents desire to be recognized for the services they provide.
  - certification of foster parents through training is questionable as recognition i.e., an "elevated status" is what they seek at this time, more than remuneration or training.
- o The concept of a highly "open relationship" i.e., short term shared parenting between the natural and foster family is somewhat controversial amongst foster parents.
  - Intense involvement of social worker results in the child being perceived as "different" by the community; the "stigma" of "the foster child" continues because of the presence of a social worker.
  - This view or attitude would appear to be closely linked with the foster parent's self-esteem.

C. **Manual for Foster Parents**

1. Manual entitled "Becoming a Foster Parent."
   - o Published by Department of Health and Social Service, Social Service Branch.
3. Content:
   - o explanation of - who are foster children? foster parents?

- o Question and answer section: "Would You Make a Good Foster Parent?"
- o How long will the foster child stay with you?
- o What types of foster care are required?
- o What can you as a foster parent expect from the Social Service Branch?
- o What does the Social Service Branch require of you as a foster parent?
- o How do you become a foster parent?

3. Emphasis is given to the partnership of the foster family role with the Department and the natural family.

D. Financial Assistance to Adoptive Families

1. Policy effective September 1982.
   - o Focus: families accepting special needs children only.
   - o Goal: to prevent financial hardships to adoptive family through easing the initial financial impact of the cost of adoption placement (until finalization).
2. Policy Statement (Section 7 of manual): explains the procedures for assessing and applying for funding.
   - o Approval is "largely a subjective judgement between applicant, worker and supervisor and coordinator of children in care."
   - o Stipulates that "assistance should not create long term financial expectations or dependency on departmental support."
3. Note: In-take on such applications was curtailed January 1, 1983, for a period of one year.
   - o The first quarter in 1983 will focus on the development of selection instruments for families involved.

E. "Families Helping Families" Concept

1. Development of the concept originated in Central Office, Social Service Branch.

2. Focus: support and promulgate the philosophical basis of the new Family and Child Services Act to strengthen families in avoiding protection intervention.

   - Emphasize preventive approaches to family breakdown.

3. Core Committee - Coordinator, Children in Care

   - two regional supervisors (Summerside and Charlottetown regions).

4. Framework

   - "Healthy families assisting and working with dysfunctional families on a short-term basis."

5. Design:

   - Limited advertising in the media and selection by workers themselves of certain foster parents.

   - Foster parents interested were asked to contact the worker if seriously interested in engaging in the concept.

   - Selection of 16 emergency homes (to be completed by January 1983).

   - Conduct a group orientation and exchange on the concept.

6. Limitation:

   - No training is provided and no financial reimbursement is given to date to these homes.

7. Current Objectives:

   - By early March 1983, re-evaluate the homes selected and determine their need for support, training, and retainer fees.

- Invite the five remaining regional office supervisors to participate in the development and implementation of this concept.

8. Receptivity to concept.

   - "Old line workers are reluctant to change their approach to one of prevention."

   - "New line workers appear to want to embrace and implement the concept."

F. Current Development

1. "Foster parent cluster" Model

   - Concept: a cluster of foster families working in close collaboration with existing group homes towards the conjoint, shared care of young adolescent children.

   - Adaptation of concept similar to that of other treatment home models:

     - i.e., Chedoke MacMaster Treatment Home, Alberta Parent Counsellor Homes, Cantebury Model (England)

   - Design: group home would be the hub of a series of activities that would involve the in-take of adolescents and orientation group sessions for group home staff and a cluster of foster families.

   - Goal: provide <u>training</u> and a responsive <u>system of respite care</u> between group home and foster home.

- Features:
  - the cluster group determines when potential foster parents are ready to accept children.
  - the cluster model would represent an adolescent program through a fabricated "community" thus "organic" network of service and support.
  - the foster home would not be working in isolation, neither would the group home.
  - foster parents would be attracted to the collaboration and team participation as well as the support system inherent in such a concept.
  - "adolescents are the best at recruiting their own foster parents." This idea could be harnessed in an effort to recruit homes to the cluster model.
  - strong self-help philosophy.
- Status: this concept is being examined and reviewed for possible future implementation by the Coordinator, Children in Care and other child welfare officials in the Social Service Branch.

SECTION IV: FOSTER PARENT TRAINING PROGRAMS

A. Current Program

1. **No mandatory or compulsory training or orientation programs exist in the province.**

2. Training occurs sporadically.

   - Such training or meeting sessions are organized irregularly by key foster parents alone and/or by social workers closely aligned with the foster parents.

3. Train the Trainer Model.

   - Planners: Coordinator, Children in Care and Staff Development Officer.

   - Aim: staff development orientation to workers dealing directly with foster parents, i.e.

     - create opportunities for workers to gain experience in working with foster parents.

     - train social workers to be future course leaders.

   - Background material utilized in the development of this model.

     - Child Welfare League of America - "Education for Foster Family Care" (Stone and Hunsekar) - chosen because of its elemental nature.

     - Eastern Michigan University material - utilized particularly in the aspect of working with natural families.

- Curriculum outline developed
  - Module 1: Adult Learning Concepts (to be presented with goals and exercises)
  - Module 2: Determining Ingredients Which Would Contribute to a Positive Learning State for Foster Parents.
  - Module 3: Preparation of Participants (i.e., foster parent)
  - Module 4: Using the Outline Towards Achieving Training Goals.
- Course content will be a secondary focus and will cover aspects of:
  - What is foster parenting/The foster child in our home/Our child's natural parents.
- Target implementation date, spring 1983.
  - Planners will present and model the first session and module.
  - initial stage will be to seek the commitment of a minimum group of 12 social workers to experience and participate in a six-session training module.
  - consultation by central office planners will be offered as follow up to each session to assist social workers in practicing the adult learning techniques and to define future needs.
  - after a few months review other materials and begin to locate foster parents to train.
  - further training to be implemented once social workers (trained as leaders) have selected key foster parents to undergo training in co-leading future sessions for other foster parents.

SECTION V: RECOMMENDATIONS ON THE ROLE OF THE FEDERAL GOVERNMENT IN FOSTER CARE

A. An inventory of information on foster care "should provide specific information on current developments and also provide a one time distribution of programs in existence emphasizing the Canadian content".

B. Organization of an activity that would bring "foster care programmers" together for a working period - conference/ task force, to determine further outcomes of this particular study:

   1. Look at a collective effort to design information which can be of use to all provinces.

   2. "Examine, develop and test the use of common instruments for the selection, home study and evaluation process involved in foster care programming".

   3. Review child care resources in general and determine priority of need in this area.

C. Develop a national image building campaign to sensitize the public to the needs of displaced children.

   1. "Utilize publicity techniques similar to those developed for: Participaction, Kidney Foundation, etc".

D. National funding to the Canadian Foster Parent Association is seen as important at this stage in their development on condition that delegates truly represent the provincial organization.

   1. Although the C.F.P.A. "may not serve as a sophisticated organizational structure" it does "provide foster parents who attend with a higher degree of self esteem and Canadian identity in the work that they perform".

E. Fund foster parent training in areas where funds are not available.

F. Conduct or fund a current national study on the effects of children in long term protection situations and in long term foster care.

SECTION VI: CURRENT CONTACT PERSONS

Department of Health and Social Services

- Jim (James) Mair
  Coordinator, Children in Care
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  (902) 892-5471

- Janet MacDonald
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- John Picketts
  Resource Consultant, Region II
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P.E.I. Foster Parents Association

- Paul Delaney
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QUÉBEC

APERÇU DE PROGRAMME DE SERVICE AUX

FAMILLES D'ACCUEIL À L'ENFANT

MINISTÈRE DES AFFAIRES SOCIALES

. . .

CENTRES DE SERVICES SOCIAUX

ET

FÉDÉRATION DES FAMILLES D'ACCUEIL DU QUÉBEC

RÉDIGÉ PAR:
HÉLÈNE M. BATES
ÉTUDE DES PROGRAMMES
DE FORMATION POUR
FAMILLE D'ACCUEIL
AVRIL, 1983

DIVISION DES SERVICES À LA FAMILLE
ET À L'ENFANCE
SANTÉ ET BIEN-ÊTRE SOCIALE, CANADA

Sources d'information:

- Bibliothèques de la Direction générale des programmes de services sociaux (Santé et Bien-être Social Canada).
- Renseignements recueillis au cours des entrevues le 14 décembre 1982 et 10 mars 1983 avec:

  - Gisèle Paul*
    Chargée des programmes
    Ressources d'accueil à l'enfant
    Ministère des Affaires Sociales

  - Noëlla Gamache*
    Secrétaire Générale
    Fédération des familles d'accueil du Québec

- Revue des documents reçus des individus nommés ci-dessus.

Notez:

- Réfèrences faites aux annexes aux documents acquis pour la bibliothèque de la Division des services à la famille et à l'enfance, Santé et Bien-être Social, Canada.
- Ce rapport ne permet pas de traiter ce sujet d'une façon approfondie.
- * Indique les personnes qui ont fait une critique de la première ébauche de l'aperçu.

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Abbréviations:

t.s.	travailleur social
f.a.	famille d'accueil à l'enfant
M.A.S.	Ministère des Affaires Sociales
F.F.A.Q.	Fédération des familles d'accueil du Québec
A.C.S.S.Q.	Association des Centres de services sociaux du Québec
CRSSS	Centre Régional de Santé et Service Social
C.A.	Centre d'Accueil

SECTION I: LOIS ET PRINCIPES DES SERVICES

A. Loi sur la protection de la jeunesse (Article 30)

B. Loi 24 (LRQ, 1977. C.P. -341) (Réforme majeure)

1. Redéfinit les rôles des responsables et réaménage les structures et les ressources, entre le réseau de la Justice et celui des Affaires sociales.

2. Crée un Comité de la Protection de la Jeunesse -

   - o comité se rattache administrativement au Ministère de la Justice.
   - o Raison d'être:
     - assurer la protection aux enfants dont la santé et le développement sont compromis.
     - assurer la protection aux jeunes qui ont commis une infraction aux lois.
     - répondre aux besoins de: surveillance, réexamen, arbitrage, information, développement et recherche.
   - o "Protection" consiste à:
     - maintenir l'enfant dans son milieu naturel.
     - supporter, encadrer et compléter l'autorité parentale.
     - héberger en unité sécuritaire.
   - o Membres du Comité (14)
     - président: nommé par le gouvernement sur la recommandation du Ministère de la Justice
     - nombre égal d'hommes et de femmes qui proviennent de diverses régions, de formations et d'expériences variées.

C. **Loi sur les services de santé et les services sociaux (1971 c-48)**

1. Section I: Dispositions générales qui donnent l'interprétation des définitions:

   - famille d'accueil: une famille qui prend charge d'un ou plusieurs adultes ou enfants, d'un nombre maximum de neuf, qui lui sont confiés par l'entremise d'un centre de services sociaux.

2. Section VI: Règlements

   - #129: décrit les pouvoirs de règlementation pour établir des catégories de f.a.; détermine les formalités d'inscription, d'admissions, fixe les conditions etc...

D. **Principe du M.A.S. envers la famille d'accueil**

1. M.A.S. privilégie les f.a. plutot que les centres d'accueil en reconnaissant toutefois le caractère indispensable de cette ressource pour des problèmes bien déterminés.

2. M.A.S. appuie les services de concertation et de collaboration entre le Ministère, les C.S.S. et la F.F.A.Q.

3. La F.F.A.Q. recoit l'appui du M.A.S. dans ses démarches en vue d'une meilleure collaboration avec les C.S.S. et autres intervenants pour l'amélioration des services offert à l'enfant en besoin de protection.

SECTION II: CADRE DE SERVICE GENERAL

A. Ministère des Affaires Sociales

1. Chargé de programme des ressources non-institutionnelles à l'enfance.

   - o Responsable selon la loi de la conceptualisation des programmes, de la planification (développement) des règlements et politiques provinciaux et de l'évaluation des programmes et des services.

   - o Évalue environ 100 foyers auxquels le M.A.S. accorde une autorisation pour héberger de 5 à 9 enfants (non-inclus les enfants de la maison).

     - elle réserve le droit d'émettre des remarques sur le dossier de ces foyers et d'y imposer des améliorations matérielles.

2. Le M.A.S. délègue le pouvoir d'intervention sociale aux Centres de services sociaux.

B. Conseil Régional de la Santé et des Services Sociaux (C.R.S.S.S.)

1. Le conseil de gestion est formé de:

   - o représentants des Centres hospitaliers, C.S.S., centres d'accueil, C.L.S.C., M.A.S., population en générale.

2. Mandat:

   - o déterminer les orientations et priorités de besoins régionaux.

   - o déterminer les normes générales de la région et y adapter les politiques provinciales

   - o co-ordonner la programmation et les activités des établissements du réseaux de services.

   - o répartir les budgets et contrôler l'utilisation des fonds

- o évaluer les résultats obtenus
- o consulter les établissements et la population sur les modalités d'exécution et d'administration de ce mandat.

C. Centres de Services Sociaux

1. Situations

- o 14 établissements répartis sur tout le territoire québécois.
- o Ces établissements sont intégrés au réseau de santé et de services sociaux provincial.

2. Rôles

- o De façon générale, le C.S.S. offre aux personnes rencontrant des difficultés d'ordre social, l'aide requise pour les secourir. Plus particulièrement face aux enfants les C.S.S.:
  - Répondent aux besoins des enfants nécessitant un placement hors du milieu familial.
  - Coordonnent les placements en centre d'accueil de réadaptation.
  - Fournissent aux enfants et familles des services de consultation psycho-sociale.
  - Evaluent, accréditent et soutiennent les familles d'accueil dans leur action.
  - Collaborent avec les associations de familles d'accueil pour améliorer l'ensemble des services aux enfants placés et aux f.a.
  - S'occupent de la formation et du perfectionnement des familles d'accueil.

D. **Fédération des familles d'accueil du Québec**

1. Historique du mouvement des familles d'accueil:

- 1973: Le regroupement des familles d'accueil germe dans plusieurs localités de la province de Québec.
- 1974: Regroupements régionaux naissent
  - Comité d'administration provincial - provisoire voit le jour.
- 1975: Premier congrès à Québec réunit des centaines de f.a.
  - Thème du congrès - "Créons des liens"
- 1976: Deuxième congrès à Drummondville
  - Thème: "Famille d'accueil, donnes-toi des moyens"
- 1977: Troisième congrès à Sherbrooke
  - Thème: "Famille d'accueil - qui es-tu?"
  - Résultat:
    - obtention d'une subvention pour la mise sur pied d'un secrétariat permanent.
    - début du poste de secrétaire générale en octobre, 1977.
- 1978: Quatrième congrès à Matane
  - Thème - "Nouvelles expériences, nouveaux défis"
- 1979: Cinquième congrès à Laval L'année Internationale de l'enfant.
  - Thème - "L'adolescent d'aujourdhui - L'adulte de demain."

o 1980: Sixième congrès à Chicoutimi

- Thème - "La f.a. parle et veut être écoutée."
- Résultats:
  - comité conjoint F.F.A.Q. et M.A.S.
  - aide financière à l'adoption.
  - présentation du protocole d'entente négocié avec le M.A.S. et l'A.C.S.S.Q.

o 1981: Septième congrès à Québec

- Thème - "La f.a. à la croisée des chemins"
- Résultats:
  - obtention d'une subvention pour les cours de formations, et formation d'un Comité conjoint - la F.F.A.Q., l'A.C.S.S.Q. et le M.A.S. pour planifier les programmes.
  - parution du journal - "L'Inform Accueil"
  - Banque de documentation disponible du bureau du secrétariat de la F.F.A.Q.
  - lancement officiel de la Semaine de la F.A.

- o 1982: Huitième congrès à Rimouski
  - Thème - "La f.a. ressource à $Rabais$ sans droit et sans privilège."
  - Résultat:
    - . remise du prix de Reconnaissance institué par le M.A.S.
- o 1983: Neuvième congrès à Trois-Rivières (mai)
  - Thème: "L'Enfant-réalité première Famille d'accueil-ressource prioritaire"

2. Conseil d'administration de la F.F.A.Q.:

- o Comité exécutif - rôle:
  - chaque membre est responsable d'un comité permanent ce qui permet une meilleure coordination.
  - un administrateur(trice) bénévole accompagne la secrétaire générale à divers comité quand c'est possible.
  - secrétaire général(e) - rôle comme employé(e) permanent(e):
    - . supporte le travail téchnique de la F.F.A.Q.
    - . représente l'F.F.A.Q. sur plusieurs comités auxquel la F.F.A.Q. est invitée.
    - . agit comme porte-parole pour le comité d'administration de la F.F.A.Q. - fait des suggestions sur les prioritées.
    - . organise de fréquents échanges avec le Président de la F.F.A.Q.

- o Comité permanent

  - Comité socio-politique: responsable pour le protocol d'entente avec le C.S.S.

  - Comité de promotion et de publicité.

  - Comité socio-économique: étude des budjets (octroi du M.A.S. 1982: $132.000).

  - Comité de formation: composé d'administrateurs des régions.

    . placé sous la responsabilité du(de la) secrétaire général(e).

- o Comité organisateur du congrés

  - responsable pour établir les buts du congrès annuel selon les recommandations des ateliers du congrè de l'année précédente.

3. Membership:

- o La F.F.A.Q. représente

  - 5,200 f.a. sur un total d'environ 14,000 f.a.

  - 50% des foyers sont désignés comme - "foyers spécifiques" - placements chez la parenté ou amis de la famille naturelle.

    . malgré que ces foyers sont évalués, payés, et soumis aux mêmes exigences, certains ne sont pas intéressées à s'intégrer à la Fédération ou à l'association locale.

- o Regroupement de membres:

  - o situation: depuis quelques années, la F.F.A.Q. demande au C.S.S. une liste mensuelle des f.a. accréditées et demande le retrait-cotisation obligatoire à la source pour qu'elles deviennent automatiquement membres de l'Association.

    . le M.A.S. refuse la demande à cause du principe de confidentialité; chacun est libre de son choix d'association et il n'est pas question d'appliquer une quelconque formule.

- Résultats:

  . le t.s. signale à chaque nouvelle f.a. qu'une association existe dans sa région.

  . les associations ont la responsabilité de se faire connaitre et d'encourager les f.a. à joindre les rangs.

4. Associations Régionales

   o Représente dix régions.

   o Conseil administratif ou exécutif: (membres)

     - Président (Vice-President/Secrétaire/Trésorier)

     - délégué du protocole d'entente

     - conseillers

     - administrateurs (et substitut)

       . participent aux orientations de la F.F.A.Q.

       . participent à l'application des décisions de l'Assemblée générale et des projets.

       . servent comme agent de communication entre l'association régionale et la F.F.A.Q.

       . répondent aux tâches qui lui sont confiées.

   o Les objectifs sont établis selon la collaboration de chaque association locale de la région.

5. Associations locales

   o Représentent environ 60 associations.

   o Responsabilités:

     - créer la solidarité et des liens serrés entre les f.a.

     - déléguer (élir) des porte-paroles aux associations régionales.

   o Remarque: la F.F.A.Q. possède une structure très démocratique - donc tous les membres peuvent être sensibilisés et impliqués à chaque niveau.

6. Réalisation d'objectifs prioritaires

o **PROTOCOLE D'ENTENTE**

- repose sur le concept d'un contrat négotiable entre les C.S.S. et la fédération (associations locales et régionales) pour améliorer la collaboration entre eux.

- l'idée est conçue à l'automne, 1978; en Sept. 1980, un comité tripartite (le M.A.S., l'A.S.C.C.Q. et la F.F.A.Q.) se rencontre pour:

  . élaborer des règles précisant les rapports entre les C.S.S., et les f.a. au niveau local; entre l'association et les C.S.S. régionaux et entre eux au niveau provincial.

- il reste que l'A.S.S.C.Q. est un organisme sans autorité sur les C.S.S. - qui eux sont responsables de l'implantation du protocole d'entente.

o **SEMAINE de la FAMILLE D'ACCUEIL**

- Concept: Evènement annuel (depuis 1978) où le M.A.S. s'implique à reconnaitre officiellement la f.a. de l'année en lui donnant un Prix de Reconnaissance.

  · Un thème particulier est présenté à chaque année.

- Critères qui régissent les candidatures au concour du Prix de Reconnaissance:

  · la f.a. doit être accréditée par un C.S.S. depuis trois ans.

  · doit démontrér les qualités exigées par son rôle et les règles établies.

- Processus de choix des candidats:

  · Sélection locale: bureau du C.S.S. et l'association locale sélectionnent la f.a. qui répond le plus aux critères.

  · Sélection régionale: le C.S.S. et l'Association Régionale (sous la supervision du C.R.S.S.S.) étudient les candidatures et en selectionnent une au sujet de laquelle elle fait parvenir une synthèse à la direction de la consultation et protection sociale du M.A.S.

  · Sélection provinciale: jury d'évaluation consiste d'un représentant du: MAS., des directeurs généraux des C.R.S.S.S., des A.C.S.S.Q., de la F.F.A.Q.. (pour les enfants) et la corporation des Pavillons et f.a. adultes.

- Noter que chaque f.a. sélectionnée régionalement reçoit une "Mention d'Honneur" du ministre des Affaires Sociales.

- **DOCUMENT AUDIO-VISUEL:**

  - **Intitulé: "Quelque part...en Attendant"**

  - Realisé par le projet Rencontre d'Adolescents (juin 1981) grâce à la collaboration du F.F.A.Q., A.C.S.S.Q. et certains C.S.S.

  - Choix du titre: les jeunes expriment: "On vit ailleurs mais on sait jamais pour combien de temps."

  - L'emploi du document:

    . constitue un élément important dans le processus de formation et de sensibilisation auprés des f.a. aspirant d'oeuvrer auprès des adolescents.

    . permet aux f.a. déjà actives de mieux comprendre et de mieux écouter les expériences et sentiments, les besoins et les attentes des jeunes qui leur sont confiés.

    . utilisé par les C.S.S. et pour la Semaine des F.A. comme moyen de publicité.

- **ADOPTIONS SUBVENTIONNÉES**

  - Règlement en vigueur le 29 octobre 1980.

  - Admissibilité:

    . doit être identifié par le C.S.S. tout enfant dont l'adoption par un autre adoptant lui serait préjudiciable, ou qui présente des difficultés dues à un handicap ou une mésadaptation sociale.

    . l'enfant doit être hébergé dans la f.a. au moins depuis deux ans.

- Processus:

  - F.a. fait demande d'adoption ou le C.S.S. vérifie si la f.a. désire adopter.

  - C.S.S. évalue la f.a. comme famille adoptive et transmet la demande d'adoption et d'aide financière à l'attention de la Direction de la consultation et protection sociale.

  - La Direction ci-dessus mentionnée étudie la demande et transmet sa recommandation au ministre.

  - Le ministre transmet sa décision au C.S.S. et à l'adoptant.

  - Entente entre le C.S.S et l'adoptant est signée.

  - C.S.S informe le ministre de la date du placement en vue de l'adoption (période de six mois) et fixe le montant d'aide financière. (La période de probation est comprise dans la 1e année de pension complète.)

- Subventions:

  - 1e année = pension complète

  - 2e année = 80% de la pension

  - 3e année = 60% de la pension

  - 4e année = 40% de la pension

  - 5e année = 20% de la pension

  - après 5 ans la f.a. n'en retire plus.

7. Objectifs de l'avenir

(Selon les recommandations des ateliers du congrès/82)

- o Politique d'ensemble sur la famille: participer dans un groupe de travail (dirigé par le Ministère d'Etat) représentant divers ministères et groupes communautaires intéressés à l'èlaboration d'un document.
  - L'administrateur de l'Outaouais est envoyé comme délégué de la F.F.A.Q.
  - Fonction:
    - . définir la situation socio-économique de la famille québécoise.
    - . examiner les programmes touchant à la famille.
    - . formuler des objectifs d'une politique de la famille et.
    - . proposer des mesures pour guider l'intervention gouvernementale dans la famille.
- o Services aux enfants
  - plaider en faveur de la participation active de la f.a. avec les practiciens des C.S.S., et du D.P.J., les parents naturels et les tribunaux dans la planification du déplacement de l'enfant et dans le plan éducatif de l'enfant handicapé.
  - fonder un comité (l'A.C.S.S.Q. et l'F.F.A.Q.) pour définir les renseignements pertinents à l'accueuil d'un enfant au foyer et en définir les moyens de transmettre ces informations.

- Services pour la f.a.

  - proposer que chaque f.a. devienne membre obligatoire de l'association.

  - proposer que chaque f.a. aie la possibilité de suivre des cours de formation.

    - élaborer des programmes de formation pour desservir toutes les régions en collaboration avec le M.A.S. et l'A.C.S.S.Q. et le CEGEP de Victoriaville.

    - encourager l'utilisation du document audio-visuel (Q.P.E.A.) auprès des praticiens et des f.a. nouvellement approuvées.

  - réclamer l'autorisation d'une période d'absence aux f.a. spéciales afin qu'elles puissent se régénérer.

  - évaluer des coûts d'entretiens et les frais scolaires accordés au f.a.

  - rédiger une charte de droits et un code d'éthique pour la f.a.

  - continuer des campagnes publicitaires pour souligner la valorisation de la f.a.

  - implanter un dossier d'assurance pour chaque famille d'accueil.

  - sensibiliser les f.a. pour qu' elles deviennent de plus en plus conscientes de l'extrême importance de leur rôle.

8. Rapport entre l'F.F.A.Q. et l'association des familles d'accueil au Canada.

   - en 1980: la F.F.A.Q. envoie un délégué (comme observateur) à la rèunion à Ottawa.

   - La F.F.A.Q. n'a pas reçu d'invitation aux congrès des années 1982, 1983.

   - Position de La F.F.A.Q. vis-à-vis l'organisme national

     - la secrétaire générale constate que "ça fait longtemps qu' on en a entendu"..."aucune position officielle - sauf que 'on en a pas d'objection."

SECTION III: INFORMATION GÉNÉRALE

A. Portraits types des enfants placés en f.a.

1. 1960 - environ 8,000 enfants placés.

2. 1970 - environ 30,000 enfants placés en milieu

   - o la moyenne d'âge était de moins de 12 ans

3. 1982 - environ 16,000 enfants en f.a.

   - o la moyenne d'âge est maintenant 12 ans et plus.
   - o les jeunes présentent des problèmes plus aigus (mésadaptés sociaux).
   - o phénomène influencé par: le divorce, la pauvreté et le désaccord familial (parents refusent de prendre la responsabilité des enfants).
   - o le nombre de déplacements par enfant diminue grâce à un meilleur pairage et à un meilleur suivi de la f.a.

4. Lectures supplémentaires:

   - o "Opération 30,000" (1979)
     - Le rapport fait une analyse de la clientèle enfant des C.S.S. du Québec, au sujet des enfants placés en milieux substituts.
   - o "Rapport du comité de la Santé mentale du Québec: Avis sur les enfants placés." (Juillet, 1981)
     - le texte interroge la problèmatique de: la prévention; l'évaluation des placements; le développement des mesures pour assurer un milieu de vie permanente et les signes de la dysfonction familiale.

- Services pour la f.a.

  - proposer que chaque f.a. devienne membre obligatoire de l'association.

  - proposer que chaque f.a. aie la possibilité de suivre des cours de formation.

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     - le texte interroge la problèmatique de: la prévention; l'évaluation des placements; le développement des mesures pour assurer un milieu de vie permanente et les signes de la dysfonction familiale.

- le comité y inclue ses recommandations:

  . regroupement de l'ensemble de mesures s'adressant à la famille.

  . programmes d'action communautaire

  . programmes de formation et d'épanouissement pour la f.a.

  . programmes de formation théorique et pratique pour les praticiens sociaux en matière de placements (jumelage) des enfants, etc...

B. Portrait type des f.a.:

1. Caractéristiques générales:

   o 85% des f.a. représentent un milieu simple, rural-ouvrier, fermier, et cultivateur.

   o scolarité représente en moyenne une 10e année.

   o moyenne d'âge - approchant ou dépassant en majorité la quarantaine.

   o motivations: un sens de devoir, sens de la "famille"; "elles ont une richesse à donner aux jeunes."

2. Tendances générales:

   o la f.a. veut être "valorisée" comme service de bénévolat.

     - la f.a. n'est pas en accord avec le statut du "semi- professionnel."

   o on constate dernièrement une relève timide des gens (couple) dans la trentaine qui font demande d'être accrédités.

   o une baise de postulants à cause des placements des jeunes agés de 12 ans et à cause du retour au travail de la femme.

C. **Catégories**

1. Foyer régulier.
2. Foyer spécifique (parenté ou amis).
3. Foyer specialisé (aptitude avec handicapés).
4. Foyer de dépannage.
5. Foyer de groupe (rattaché au centre d'accueil).
6. Foyer de protection sociale (pour enfants perturbés).

D. **Fonds versés aux foyers**

1. Pension quotidienne plus besoins spéciaux - transports, lunette, trousseau, équipement sportif...
2. F.a. régulière: l'enfant ne présente pas de difficulté majeure: barème normal.
3. F.a. spécialisée: travail de réinsertion ou psychosocial nécessaire; barème normal plus supplément au barème de base.
4. F.a. de réadaptation: f.a. d'expérience exceptionnelle; travail professionnel; salaire de 12.00 $ per diem regulier et supplément au barème de base.
5. F.a. de dépannage: foyer de crise/d'observation

   - tous les C.S.S. en ont un nombre déterminé où la police place immédiatement l'enfant au foyer sans l'intervention d'un t.s. Chaque C.S.S. benéficie d'un budget pour ce type de ressources.
   - placement max. 21 jours; disponsible 24 heures par jour;
   - prime: $5.00 de disponibilité pour 3 enfants plus $1.67 par jour pour les enfants au delà de trois.
   - le supplément au barème de base accordé pour des enfants en difficulté est fixé à 3.12 $ par jour maximum.

E. Campagne de recrutement

1. Le M.A.S. s'implique à la Semaine de la F.A. mais n'est pas responsable d'organiser une campagne publicitaire provinciale.

2. Rôle de l'F.F.A.Q. dans le recrutement.

   - o la fédération ou bien les associations locales peuvent ébaucher des campagnes de recrutement

   - o la meilleure publicité semble être de bouche à oreille. (nulle formule magique rapporte des familles!)

     - la f.a. au Québec a toujours été perçue de façon négative par la population en général.

     - graduellement avec les campagnes de publicité et de valorisation montées par le M.A.S., la F.F.A.Q. et l'A.C.S.S. la situation tend à s'améliorer.

3. Examplaire de Campagne de recrutement

   - o Lancée par le C.S.S.M.M. (Montréal Metro) et le Carrefour Jeunesse Rosemont (un centre d'accueil).

   - o But

     - Recrutement des familles d'accueil de fin de semaine pour héberger des enfants (filles ou garçons) de 6 à 12 ans affectés par des carences socio-affectives.

     - Formation des couples afin de poursuivre un plan de traitement rééducatif amorcé au Centre d'accueil.

     - Personne contact: C.S.S.M.M. - 514-527-7131 (poste 272 ou 295).

   - o Groupe cible:

     - Couples âgés de 25 à 55 ans; ces adultes doivent avoir l'expérience ou les connaissances aptes à aider.

     - Les gens doivent habiter à une distance maximale de 25 milles de Montréal.

F. **Suivi d'initiatives du M.A.S.**

1. Révision des catégories de foyers.

   o visée pour Septembre, 1983 - "le M.A.S. veut arriver à une augmentation de nomenclature permettant une désinstitution étudiée des jeunes."

2. Mettre à date le manuel de référence.

   o "Normes professionnelles de placements d'enfants en famille d'accueil." M.A.S. Juillet 1973

      - Texte de référence aux professionnels oeuvrant dans ce domaine.

      - Voir annexe A.

   o Noter: Texte de l'Ontario "Placement familial: Projet de normes et directives à l'intention des organismes de placements" (décembre 1981) est souvent utilisé comme guide.

SECTION IV: PROGRAMMES DE FORMATION POUR FAMILLES D'ACCUEIL

A. Uniformité de modalité des programmes

1. Au plan provincial il n'y a présentement, pas d'uniformité dans les cours offerts.

   - o Le M.A.S., la F.F.A.Q. et les C.S.S. encouragent le développement d'une uniformité de modalité et la participation pré-requise à l'acceptation des nouveaux candidats.

     - une approche pédagogiques adaptée aux besoins des f.a. est soulignée.

2. Manuel "Normes professionelles de Placement d'enfants en famille d'accueil" (foyer nourricier) (M.A.S. juillet. 1973) Souligne -

   - o Le bessoin d'offrir des programmes de formation - "soit à titre d'expérience temporaire, soit comme activité permanente."

   - o Des suggestions de thèmes et des formules qui peuvent être utilisées.

3. Normallement, la tâche de développer et d'implanter ces programmes est celle des C.S.S. malgré que ça ne soit pas toujours le cas.

4. Participation aux cours de formation n'est pas obligatoire, ni pour les postulants ni pour les f.a. accréditées.

B. Programme de formation en vigueur

1. Programme offert par le CEGEP de Victoriaville:

   - o "Programmation technique d'accueil - Enfants." Services de l'éducation aux adultes.

2. Historique:

   - o Depuis 3 ou 4 ans, le besoin de programmes de formation a été souligné à chaque Congrès annuel de la F.F.A.Q.

- o En 1979, les f.a. adultes ont réussit l'implantation des programmes de formation avec la collaboration du CEGEP de Victoriaville.

  - Les recommandations de plusieurs Congrès de la F.F.A.Q. incitent le CEGEP de Victoriaville à offrir un programme aux f.a. enfants.

3. En 1981, le CEGEP de Victoriaville s'empresse de demander la collaboration du M.A.S., la F.F.A.Q., de l'A.C.S.S.Q.

   - o Responsabilités du comité de concertation:

     - . examiner l'esquisse d'un premier cours et implanter un projet pilote dans la région de Sherbrooke en Mars 1982.

     - . promouvoir l'engagement de toutes les régions à dispenser les deux premiers cours - "Psychogenèse" et "Techniques d'intervention préventive et éducationnelle"

4. Processus de la planification des programmes:

   - o modalité rédigée par les éducateurs spécialisés en f.a.

   - o chaque cours (modalité) est soumis au comité qui en fait une critique et qui donne ses recommandations au sujet de changements etc.

   - o après les modifications, le comité donne son assentiment.

5. Suivi d'initiatives:

   - o Développement d'une série de cours pour en offrir dans la région de Sherbrooke:

     - Psychosociologie de la famille

- Facteurs d'adoption et d'intégration à la famille
- Alimentation et nutrition
- Information légale et sociale
- Animateur et activités développementales
- Introduction à l'enfance inadaptée
- Sexualité et drogues
- La délinquence: tout un défi
- La déficience et l'autonomie

6. Animateurs

   o le comité se préoccupe de trouver des animateurs qui puissent permettre aux f.a. d'échanger leur vécu et de "s'entreformer."

   o généralement, ce sont des professionnels qui en plus de leurs connaissances théoriques, présentent une approche pédagogiques et des qualitées qui répondent aux besoins des f.a.

   - la f.a. ayant acquis une expérience n'est pas impliquée comme animatrice.

7. Lieu des cours

   o dans une localité centrale de la région.

   o Les sessions suivent une formule convenable aux participants.

   o Voir appendice C.

8. Situation courante:

   o le M.A.S. et le comité appuient:

   - le CEGEP de Victoriaville pour qu'il offre un programme de formation uniforme dans la province.

   - la mise en place de négotiations avec les CEGEPs d'autres régions pour qu'ils acceptent le programme de Victoriaville en entier, plutôt que d'en créer de nouveaux plus ou moins semblables.

C. Cours de préparation des administrateurs de la F.F.A.Q.

1. En 1981 l'F.F.A.Q. mis sur pieds des cours pour les administrateurs des associations locales pour qu'ils puissent être mieux préparés à leur rôle face au développement d'un réseau d'appui et de collaboration dans leurs régions.

   o Moyens didactiques utilisé: le document audio visuel - "Quelque part...en attendant."

D. Projet de recherche

1. Le projet #R.S. 324 a été parrainé par l'Université de Québec, et subventionné par le M.A.S.

   o étendu sur la période Sept. 76 à juillet 1979.

   o programme de formation a été offert aux f.a. du C.S.S. de Montréal Métro.

2. Auteurs: J. Beaudry, C. Bouchard, S. Bouchard et J. Longval du Centre d'analyse du comportement et d'intervention communautaire.

3. But: évaluer les hypothèses suivantes:

   o "parents formés auront meilleure connaissance de certain principes éducatifs."

   o "parents formés utiliseront plus de comportement de communication verbale."

   o "parents formés démontreront un contrôle positif."

   o "enfants accueillis subiront moins de déplacements."

4. Modalités:

   o cours volontaire pour 8 à 12 parents couples.

   o huit rencontres hebdomadaires de 3 heures chacune.

   o Supplémenté avec un cahier des éléments du programme.

5. Animateurs: psychologues et travailleurs sociaux.

6. Résultats: la recherche semble avoir appuyée les hypothèses.

7. Rapport final: "Evaluation d'un programme de formation offert à des f.a. pour enfants."

   o publié en Mai, 1980.

SECTION V: RECOMMANDATIONS SUR LE RÔLE DU GOUVERNEMENT FÉDÉRAL AU SUJET DES SERVICES AUX FAMILLES D'ACCUEIL

A. Que le gouvernement fédéral soit responsable pour déclencher une campagne de publicité pour "revaloriser le rôle de la f.a. à l'enfant - adressant le fait que c'est ici le milieu le plus naturel, et sur l'échelle des services à l'enfance dans les provinces, c'est une richesse et une économie."

1. Déclarer une Semaine de la f.a. au Canada

2. La publicité doit viser à faire reconnaitre la famille d'accueil comme ressource essentielle au gouvernement et à la communauté.

B. Le gouvernement fédéral devrait permettre l'avance des octrois à la Fédération des familles d'accueil au Canada pour qu'elle puisse fonder un sécrétariat permanent, à condition de bien choisir des personnes-clé afin qu'elles puissent être "des moteurs orientés à la philosophie d'un organisme qui réprésente la totalité des membres et des familles d'accueil."

Section VI: PERSONNES RESSOURCE

MINISTERE DES AFFAIRES SOCIALES

- Gisèle Paul
  Chargée de programmes
  Ressources d'accueil enfants
  6161, rue St-Denis
  Montréal, Québec
  H25 2R5
  514-873-8144

FEDERATION DES FAMILLES D'ACCUEIL DU QUEBEC

- Georgette Carpentier, Présidente
  17, du Brûlé, C.P. 593
  Pont-Rouge, Québec
  GOX 2X0
  418-873-4286

- Noëlla Gamache, Secrétaire générale
  166, des Lilas
  Thetford-Mines, Québec
  G6G 1A4
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SASKATCHEWAN

FOSTER CARE PROGRAM AND TRAINING

AN OVERVIEW

DEPARTMENT OF SOCIAL SERVICES

AND

SASKATCHEWAN FOSTER PARENT ASSOCIATION

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FOSTER CARE TRAINING STUDY
APRIL 1983

PREPARED FOR:

FAMILY AND CHILDREN'S SERVICES DIVISION
HEALTH AND WELFARE CANADA

Information Sources:

- Health and Welfare - Leglislative and User Information Services Libraries
- Interviews conducted on February 7, and 8, 1983 with:
  - Len Soiseth,* Coordinator of Child Care
  - David Macknak, Regional Family Services Coordinator
  - Bryan Clark, Regional Family Services Coordinator
  - Bob Walker, Regional Family Services Coordinator
  - Ron Klein, President, S.F.P.A.
  - Marilyn Olson, Secretary, S.F.P.A.
  - Lillian Allen, 2nd Vice President, S.F.P.A.
  - Audrey Carmichael, Treasurer, S.F.P.A.
    Membership Chairperson, C.F.P.A.
- Program manuals and miscellaneous reports, publications, obtained from above mentioned individuals.

Note:

- Where references are made to Appendix - information is available from the originating source. This is an internal reference for Health and Welfare acquisitions.
- This information is by no means an exhaustive reporting of the foster care program.
- * Critiqued draft summary April 1983.

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Note:

- o D.S.S. - Department of Social Services
- o S.P.P.A. - Saskatchewan Foster Parent Association

SECTION I: LEGISLATION AND PHILOSOPHY

A. The Family Services Act

1. Ascented to and effective February 26, 1973.

2. Accompanied by Family Services Regulation.

3. Section II:

   - Family: "A group of persons consisting of a parent or parents and their children or children towards whom they stand in locoparentis."

   - Foster Home: "A home approved by the Director for the placement of a child who is in his care."

4. Section V: "Minister may do such things as he considers advisable to promote the growth and development of community services and resources designed to support families in the proper care of their children and to prevent circumstances that lead to family breakdown."

5. Section VI: preventive services.

6. Part 2, Section 43-48: foster care services.

   - "The Minister may place a child in a foster home or institution or other facility under written agreement that provides for shelter, treatment, support, and education of the child."

7. The Family Services Act is under review as the Department feels that too many children are coming into care; - in 1982 funding was allowed for preventive programs (parent aids and homemaker services) to strengthen the family to avoid protection intervention. Changes in protection services and in permanency planning will be recommended.

B. Philosophy

1. The Department (through the Family Services Manual) strongly encourages and supports a "partnership/ collegial" approach with foster parents.

2. A variety of committees related to child welfare issues involve the participation of foster and natural parents.

3. The Department emphasizes a family centered case work approach and encourages admission and discharge planning from the onset.

SECTION II: SERVICE DELIVERY ASPECTS

A. Department of Social Service

1. Family and Community Services Division, Central Office

   - Coordinator, Children in Care, responsible for: policy and procedure development; liaison with provincial working committees and regional family services coordinators; consultation to regions; and liaison with S.F.P.A.

2. Regional system

   - Eight regions - includes the recently amalgamated department of Northern Saskatchewan.

   - Family service coordinator, for each region is responsible for: coordinating the needs, requirements and activities on all child welfare issues, consultation to case workers in the district offices; selection of line staff for membership on regional working committees.

3. District office system

   - Presently 15 offices; 21 district offices envisioned for the future.

   - In some areas the child care worker is responsible for foster parents and child in care.

   - Within the larger offices the foster home coordinator provides matching services and liaison with Foster Parent Asssociation.

   - Foster home resource worker in the larger areas is responsible for recruitment and training.

B. **The Family Services Manual**

1. Effective date: March 1, 1982.

2. Policy and procedures vis-à-vis foster care

   - o Common policies and procedures.
   - o Chapter 4: Child protection program
   - o Chapter 6: Services to children in care
   - o Chapter 7: Foster care

3. General policy statement on services to families and children.

   - o The introduction: "responsibility for adhering to policy and procedures rests with every staff member." - "It is the task of management and supervisors to ensure that this responsibility is carried out by staff." - "...it is your responsibility to identify policy and suggestions for revisions through your supervisor and regional director to the central office manual coordinator."
   - o "The Child and Family Services Branch: responsible for all family focus treatment programs and its primary leglislative base, the Family Services Act."
   - o "The Youth and Residental Services branch will be responsible for all child oriented treatment programs and its primary leglislative base, The Juvenile Deliquents Act."

4. Use of planning committees

   - o Policy Statement: "Each region will have planning committees which will be structured to promote and enable appropriate planning for children in care and to determine the best treatment plan for families and children before the children are removed from their parental home."

- o Intent: "The committee system provides a vehicle for pooling ideas and ensuring that difficult decisions are not avoided....provide a formal mechanism designed to plan and review cases."
  - "Committee decisions will uphold the principle that no child should come into care unless significant and substantial help has been provided the family without success, and unless the child's immediate health or life is endangered in his own home."
  - "Committee will meet weekly or as often as required."

5. Types of Planning Committees:

- o Family Service Planning Committee:
  - purpose: determine assistance or intervention plan for the family concerned.
  - comprised of:
    - . child care supervisor (chairperson), family service worker, supervisor, Foster Parent Association representative.
  - Optional resource members: child's parents and the child.
- o Child Care Planning Committee.
  - Purpose: to review the case of every permanent ward on a regular basis.
  - Composition:
    - . family services supervisor (chairperson), child care worker and supervisor, child worker and Foster Parents Association representative.
  - Optional resource members:
    - . the child, family aid or foster parent, representative of other agency and Native representation.

6. Policy statement re: Foster Parents

   - o "Foster Parents should be knowledgeable of Department policies, statutes and resources."
   - o "If we regard foster parents as persons with special contribution to make, we can realistically expect their participation to challenge our own thinking."
   - o ..."The Foster Parent Association suggests that by participating throughout the entire process, the foster parents can be persuaded to accept decisions they might otherwise reject."

7. Policy on: long-term foster care planning issues.

   - o Statement: "planning is defined as the formulation of those decisions that will have profound and long-term effect on the life of the child in the care of the minister....primary responsibility for such planning rests with the Department in consultation with the foster family."
   - o Intent:
     - "To ensure that mutual understanding continues over time, decisions with respect to long-term plans will be documented and signed by the Department and the foster parent."
   - o Criteria and review of plan are specified:
     - "Plans will be re-examined with a view to changing them when significant changes occur."
     - "Review of plans can be initiated by either the Department or the foster parents or the child. At minimum they will be reviewed with foster parents yearly."

8. Guidelines re: Foster Home Program

   - o Chapter 7: Objectives of program
     - provide a surrogate family environment or alternative living situation for children permanently committed to the Minister.

- assist children in overcoming social or behavioural disorders they may have incurred as a result of parental abuse or neglect.

- assist the natural family in developing or acquiring the skills necessary in order to properly care for their children."

o Statement on team concept: "Because of the prominent role that foster parents play ... they have come to be regarded as colleagues with our departmental staff..."

o Chapter 7, Sctn. 3: Recruitment

- "the most productive and reliable method has been through prospective foster parents" - "staff must always be prepared to respond fully to casual enquiries." - "Public speaking on foster care, advertising and other organized forms of recruitment are encouraged."

o Chapter 7, Sctn. 4: Training

- See Section IV of this report.

o See Manual in foster care acquisitions (Saskatchewan)

9. Role of Foster Parent Association and S.F.P.A.:

o "Foster parents play a vital role in the preparation of children for adoption...and should be utilized in the process of placement."

o "The Department is to provide support to the Foster Parent Association. Order in Council Grants have been provided on a yearly basis.

o "Intent of the provision of yearly grant:

- Bring together for the purpose of creating better understanding.

- Provide a forum for the exchange of ideas in handling problems common to foster parenthood.

- Create an awareness of the role of the Department and its relationship with foster parents.

- Provide easier access by social workers to a major group of foster parents.

- Provide the means whereby foster parents might better make recommendations to the Department.

- Develop better understanding by the community of the needs for foster homes, and foster children."

C. **Foster Care Task Force**

1. Purpose:

   o Review and make recommendations on foster care issues:

     - permanency planning, recruitment, training discipline and corporal punishment, and program policy on approach as to abuse and neglect.

     - develop overall operational plan for internal administrative areas: then where appropriate involve representation from the community, i.e., foster parents.

     - report to provincial central office and conjointly formulate final recommendations.

2. Membership.

   o Headed by regional program coordinator

   o Comprised of: regional and district office supervisors, line workers, and resource persons (optional and varied).

D. Saskatchewan Foster Parents Association

1. History

   - o Originally started in Prince Albert in 1964 and from there a series of local and regional associations were formed.
   - o 1974: provincial association was founded.
   - o The S.F.P.A. is a non-profit corporation funded by the provincial government.

2. Membership - no dues or membership fees.

   - o Automatic upon formal approval
   - o Open to all types of foster homes and group homes.
   - o Number of local associations - 16. Three "locals" are in the foundation stages in Northern Saskatchewan.
   - o All provincial association executive members are volunteers: association has no paid employees.

3. Organizational structure.

   - o The executive is elected from the board.
   - o Board membership comprises two representatives from each local association.
     - presently 35 representatives; this is now under review to reduce to one representative for each region.

4. Standing committees:

   - o Rights of Children Committee.
     - purpose: study the provincial system of Regional Planning Board and make recommendations to the Department on how foster parents relate to the Planning Board.
       - . make recommendations on subsidized adoption and permanency planning.

- o Newsletter Committee.
- o Financial Committee.
- o Rate Structure Committee.
- o Honoring and Caring Committee.
  - purpose: provide appreciation awards to foster parents in conjuction with departmental officials.
  - provide library and publicity outreach for each local association.

5. Local associations.
   - o All have honoring and caring and an educational committee.
   - o Each local association submits its annual budget to the provincial association for approval.

6. Funding:
   - o The Community and Employment Branch of D.S.S. provides a yearly grant according to the budget submitted by S.F.P.A. to Provincial Coordinator, Children in Care.
   - o Original grant, 1974 - $8,000.
   - o 1982/83 grant - $55,500 issued on quarterly sums - $10,000 earmarked for training.
   - o Funding helps defray conference costs - i.e., annual conference: "Children, the Future" - April 1983.

7. Association brochure.

   - o Entitled: People Working together for Saskatchewan Children.
   - o Written by the S.F.P.A., 1982.
   - o See Appendix A.

8. Provincial newsletter - The Troubadour.

   - o Originated in 1979; published quarterly.
   - o Local associations and Department of Social Services are requested to submit articles.
   - o Direct mail out from association.
   - o Provincial association encouraging foster parents at local levels to work with Social Services as team members, however, no formalized statement has been issued via the provincial newsletter.
   - o Content:
     - President and local reports.
     - Reports on C.F.P.A.
     - Updates on provincial meetings and workshops.
     - Committee reports and "Newsworthy" articles.

9. Perceptions of their fostering role.

   - o "Foster parents retain a fear of speaking out for fear they will lose their children."
   - o Difficulty in reaching out to members in local association, therefore, networking needs strengthening.
   - o "Older foster parents are not as involved in association and do not feel part of the 'team.'"
     - "Prefer doing a job on their own, whereas younger foster parents appear to be more verbal and involved."

- o "Foster parents generally want to do something for children in recognition of the need."

10. Affiliation with other provincial associations.

- o Receive newsletters from - B.C., Alberta, Toronto Metro Children's Aid Society, Nova Scotia, New Brunswick, P.E.I.

- o President is member of the International Foster Care Association and has attended conferences in both England and Holland at his own expense.

11. Afffiliation with C.F.P.A.

- o S.F.P.A. treasurer is also membership chairperson for C.F.P.A.

- o Provincial association sends two delegates to national meetings and encourages foster parents to "take out" individual membership.

- o Views expressed:

  - "C.F.P.A. needs to send out more information but also needs to get funding to get the association organized and operationalized."

    . "If C.F.P.A. could receive funding to organize a 'secretariat' with paid employees, continuity and organizational abilities would improve."

  - "Great to have a Canadian association on which to rely as a clearinghouse of information. If the C.F.P.A. is allowed to slide it will mean the end of a national forum."

  - S.F.P.A. provided funding, five years ago, of $500 to assist C.F.P.A.

  - Some S.F.P.A. executive members feel it is important to get local associations strengthened and "get ahead ourselves."

12. Current Developments.

- o S.F.P.A. librarian is compiling a package of information on starting up local associations.
- o Publicity campaign.
  - no regional or provincial campaign organized through association.
  - foster parents are encouraged to work through their schools and communities and on regional or local talk shows to create a better awareness of fostering.
- o Work conjointly with provincial staff to implement a universal standardized training program.
- o Work towards making the judicial system aware of the role of foster parenting.

SECTION III: GENERAL FOSTER CARE INFORMATION

A. Profile of Children in Care

1. Total number: 1,569 in foster homes (Nov./82)
   - o The majority are between the ages of 5 and 12.
2. Native children in care: 60% (approx.)
3. Reasons for coming into care.
   - o Family breakdown
   - o Sexual abuse
     - Increase in "middle class" sexual abuse (1981 - 25 cases, 1982 - 65 cases)
   - o Increasing numbers of handicapped and mentally retarded children coming into care as parents can no longer cope at home.
4. Trends.
   - o Children coming into care appear more verbally violent.
   - o Need to sensitize public on cross-cultural issues particularly for the Vietnamese ethnic group in the Moose Jaw region.

B. Profile of Foster Parents

1. General characteristics:
   - o Range in age from 35 to 50.
   - o Many foster parents experiencing 'burn out.'
2. Trend.
   - o It appears that foster parents are being replaced by younger more professional (more educated) applicants.

- Many ex-foster children apply to foster.

- The recent economic situation tends to point toward an upsurge in applicants and loss of homes because of the need for two incomes.

3. Total number of foster homes in the province - 885.

C. **Publications for Foster Parents developed by D.S.S.**

1. **Brochure - "Fostering"**

   - This 8-page brochure addresses the need of children coming into care, the child, the foster parent role and responsibility, the Department, the different fostering skills required.

   - Brochure contains profiles of six foster parents - photographs and commentaries on their roles.

   - See Appendix B.

2. **Foster Parent Manual**

   - A handbook (30 pages) which serves as a reference tool for approved foster homes. It emphasizes such areas as:

     - the maximum number of children in any foster home: 8 including the foster parents's own children.

     - the mutual understanding for life planning between the foster family and social services.

     - parent study groups encouraging foster parents to become actively involved in association work.

   - Content provides explanation on the purpose of the program: legislative authority, explanation of terms, reasons for children coming into care, the judicial process, financial arrangements.

     - aspects of health coverage and schooling, insurance and damages, access to emergency workers.

- use of memory book explained.
- foster parent responsibilities and expectations regarding discipline.
- preparing the child for placement and work with other agencies in the community.

o Four reference articles included in the package:

- "The Importance of Natural Parents to the Child in Placement" by Ner Littner
  article reprinted from Child Welfare, Vol LIV, Number 3, 1975, pages 175 to 185.
- "Thoughts on the Fascinating/Frustrating Process of Child Placement"
  an article written by Saskatchewan Social Services.
- "Working With Separation" by Dorothy Krugman
  article reprinted from Child Welfare, Vol L, Number 9, 1971, pages 528 to 537.
- "Foster Parents Guide to Memory Books"
  by Valarie Knudsen, a foster parent.

o See Appendix C.

D. Parent Counsellor Program

1. This special foster parent program operated in 1976/77.
2. Operationally, one worker was assigned to 15 homes on 24-hour duty. Due to inherent problems with the program it was curtailed.

E. Parent Therapist Model

1. Operating base: the Youth Program, University Hospital, Saskatoon.
2. Design - six professional foster parents each to be assigned one child

   o foster family receive salary.

- o weekly contact with one another, and
- o daily contact with foster care worker.

3. Result:

- o Recruitment and advertising carried on for three months - only two families approved.
- o Project will be abandoned.
- o The homes recruited will join the normal foster care system while the monies will be converted to group home funds.

F. Initiatives for Services to Indigenous Groups

1. Child care committee of Sandy Bay Settlement

- o A Metis settlement north of Creighton, Saskatchewan.
- o Committee originated 14 years ago.
- o Purpose: committee responsible for recruitment of Native foster homes.
  - supervision and support of foster homes conducted through the child care officer (officially appointed) who reports to the Child Care Committee of the settlement.
- o This is the major Native Child Welfare Model in the province.

G. Foster Home Recruitment

1. A provincial recruitment campaign has not been developed.

2. Background: Regional recruitment campaigns:

   o 1979 - Prince Albert Region: developed the most major campaign in the province through maximized use of media.

     - official proclamation of Foster Parent Week and official Certificate of Merit.

   o Yorkton, North Battleford, Saskatoon, Moose Jaw regions used a variety of strategies.

     - media coverage, bumper stickers, posters, pamphlets

     - special foster parent Sundays in local churches

     - slide series, speaking engagements, door to door campaigns.

     - hiring a staff person of Native ancestry to recruit foster parents from the Native community. (Saskatoon)

   o Result - many of the methods used proved unsuccessful.

     - a "holistic" approach to recruitment was regarded as the best method, i.e., by enhancing the overall image and the self-image of foster parents, they themselves would become their best recruiters.

3. Foster Parent Recruitment Committee.

   o Formed in the fall, 1982 to work conjointly with the Foster Parent Training Committee.

   o Purpose:

     - to provide a consistent, organized and goal-directed provincial approach to "finding and keeping foster parents."

     - to identify departmental recruitment strategies used throughout the province and evaluate the relative success or failure of such strategies.

     - to report the findings and make recommendations for the on-going development and implementation of recruitment programs. (Jan. 83)

- o Committee members
  - regional family services coordinators
  - district office line staff
- o Recommendations outlined need for:
  - re-defining and clarifying the role of foster parents as "valuable agency resources and respected members of the children's services team."
  - developing a positive and realistic recruitment theme.
  - developing community education campaigns focussed on the role of the foster parent (with a lesser emphasis upon the needs of the child) in order to create a more credible and acceptable community response.
  - designating resource coordinators in each region to provide regional leadership with staff and local foster parent associations.
  - combining recruitment, orientation and training efforts.
  - encouraging Native foster home recruitment by contracting or hiring Native workers who will involve themselves in specialized, culturally relevant strategies in orientation and training of indigenous foster families.

6. Current Status of recommendations

   - o The Foster Home Recruitment Report submitted to central office in January 1983 will be reviewed in conjunction with the report from the Foster Parent Education Task Group.
   - o The Associate Executive Director, Family and Community Services Division, will evaluate the recommendation and determine a provincial thrust on both recruitment and education strategy.

7. See Appendix D.

SECTION IV: FOSTER CARE TRAINING PROGRAM

A. Standardized Orientation and Training

1. Family Services Manual Directive (Chapter 7, Section 42 - Training Policy)

   - "There is no established policy with respect to foster parent training."
   - On March 26, 1976, a memo from the Director of Social Services to regional directors suggested that: "every region will have a formal training program for preparatory foster parents and for regular foster parents. Each region will take initiative to contact the local Foster Parent Association to work out and plan a training program suitable to the local situation."
   - The manual specifies that training is provided as "part of the home study process and suggests topics for discussion:
     - Why children come into care
     - Legislation
     - Administrative matters with respect to rates
     - Fees, Health services.

2. Foster Parent Education Task Group

   - Formed in the fall, 1982.
   - Members - regional family services coordinators (3).
     - line staff and key foster parent groups where involved in the final preparation of the Task Group report.

- Purpose:
  - define foster parent "education":
    - the term education "seems to be favoured over the word training by most foster parents. Education implies enrichment, an addition to something that is already present."
  - make recommendations on creating a system capable of delivering a standardized core curriculum for all foster parents.
  - provide centralized thrust to consolidate and improve existing orientation and training.
- Principles adopted:
  - education is seen as occurring during recruitment, home study, child placement process and in structured learning situations.
  - education is a joint responsibility of foster parents and workers at the local and regional level; Central Office and S.F.P.A. are responsible to coordinate activities on a provincial level.
  - education sessions must be held within the immediate area of the foster parent's residence.
  - trainers must have knowledge and experience with foster children and foster parenting
  - where possible social workers and foster parents will team up as co-leaders.
- Recommendations made by task group:*
  - development of a standardized core curriculum which can be implemented and adapted by regional and district offices when conducting orientation and on-going training in foster care.
  - coordination in the development of departmental policy on recruitment, orientation, education and permanency planning. (e.g., activities between Adoption and Foster Care)

* See attachment following Section VI.

- implementation of a foster care training program planning model consisting of the creation of two major committees comprised of D.S.S. staff (regional directors and coordinators, Training Branch personnel line staff) and representatives from S.F.P.A. and local associations.

  . a Joint Provincial Committee

  . Regional Planning Committees

o Status of report:

- submitted to central office, Jan. 83.

- under review, along with report from the Foster Home Recruitment Committee.

B. Current Training Programs

1. Regional Activities:

o Each region provides a variety of foster parent study group sessions through workshops, presentations, and various conferences.

o Programs offered:

- Children with Learning Disabilities

- Foster Parents, Insurance, and the Court

- Workshops on Alcoholism and Sexual Abuse

- Parent Effectiveness Training

- Cross-cultural Education

- Working with Teens/Teenage Motherhood

- Working with Separation and Natural Parents

- The Family Talks about Sex

- Fostering in Saskatchewan

- Early Intervention/Fetal Alcohol Syndrome

o Trainers: child care and foster home workers, community resource persons and experienced foster parents.

2. American Humane Society training

o In 1982 the Department introduced specialized training for child protection workers.

o Design: three, three-week training sessions for 50 line staff; train the trainer model.

o Goal: Department will if possible use its own trainers to deliver sessions to foster parents and to protection or foster care workers. (Spring 1983)

3. Faculty of Education, University of Regina

o Masters Degree Training Program.

o Purpose: to train a graduate student on conducting a training group.

o Trainer - Dr. G.R. Gordon, Faculty of Education.

o Training focus: How to train a foster parent support group using the Adelarian approach to behaviour. Teach the student skills on working with foster parents, assisting them to identify dynamics of children's behaviour and determine how to develop responses to the behaviours.

o Project design - a single project (8 to 10 weeks) beginning in late winter, 1983.

- evening sessions of 1½-hours duration.

- Target group - foster parents within the Regina area, selected by D.S.S. staff.
  - Commitment of foster parents must be to attend three sessions.
- Cost - all costs absorbed by the University.
- No pre-testing or follow-up.
- Evaluation and long-term follow-up - none being considered.

SECTION V: RECOMMENDATIONS ON FEDERAL ROLE IN FOSTER PARENT TRAINING

A. Need for a centralized resource information bank focussing on regular updates of current happenings in foster care.

B. Need for a forum to discuss and formulate recommendations on foster care issues of national concern.

1. Health and Welfare Canada is seen as the major facilitator in this process.

2. It is important that all provinces, i.e., Quebec, be included.

3. Two-tiered structure could be envisioned, i.e., national and provincial government task force and the C.F.P.A. and provincial associations working together.

4. Health and Welfare could sponsor a forum to develop ways to begin a national organization without funding C.F.P.A. directly.

   - To lead to the resolution of the C.F.P.A.
   - The task of the forum would be to create a network and systematically set out objectives.
   - Regional structure (i.e., Western provinces, Central, Eastern) not seen as enriching.

C. Regarding C.F.P.A.

1. "Need help in organizing and understanding what they are doing." - Logistical understanding of provincial systems and basic organizational principles are sorely lacking.

2. Although the C.F.P.A. "may not serve as a sophisticated organization" it does "provide foster parents who belong with a higher degree of self-esteem and Canadian identity in the work they perform."

3. Foster parents have an emotional need for national association - "It means something for their image" therefore provincial and federal persons "should respect this need and see it as healthy."

D. Need for a public image building campaign to "update the image," to change the image from that of "orphan children," to emphasize the need for short-term adolescent care, and the need for foster parents to work with natural families.

   1. Emphasize the job aspect.

E. Need to fund projects for Native services - recruiting adoption and foster homes. A public image building campaign should be sensitive to the needs of the Native family, not to underestimate or undercut the localized thrust for Native recruitment.

F. Fund foster parent training in areas where funds are not available.

G. Conduct or fund a current national study on the effects of children in long-term protection situations and in long-term foster care; and conduct research on the similarities of families providing "homes for kids" whether they be subsidized adoption, adoption or foster care.

SECTION VI: CURRENT CONTACT PERSONS

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ATTACHMENT /1
(Section IV,A)

RECOMMENDATIONS FOR PLANNING AND SERVICE DELIVERY MODEL FOSTER PARENT EDUCATION TASK GROUP

1. A Joint Provincial Committee.

   - o Membership suggested:
     - three members of the Foster Parent Association.
     - three regional directors of the Department of Social Services.
       - . each of the above six members should represent a different region.
     - one member of the Training Branch (D.S.S.).
     - chairperson: a Central Office staff person, (i.e., the coordinator of long-term child care services).
     - a secretary (salaried position) to provide continuity, organizational and administrative assistance to the joint committee.
   - o Responsibilities should be:
     - to plan and develop a system of delivery for educational programs.
     - to make recommendations on and develop a curriculum of core materials and sessions.
     - to coordinate education activities with all regions.
     - to maintain a list of session leaders.
     - to evaluate programs regularly and make necessary modifications to curriculum or service delivery.

- to liaise with regional education representatives (School of Social Work, Department of Continuing Education)

  . explore their involvement in the curriculum planning, delivery and access to session leaders, facilities.

  . explore future accreditation of education program.

- to develop a budget for purchase of service.

- to liaise with foster parent education committees in other provinces.

2. Regional Planning Committee.

   o Membership suggested: Regional Family Services Coordinator, a departmental social worker and a representative of the Foster Parent Association.

   o Responsibilities should be:

   - to suggest curriculum content and service delivery models

   - to suggest session leaders (co-leaders)

     . each "team" would deliver a specific module/session for all regions in the province, or if advisable solicit resource persons for the session.

   - to liaise with the community college on education planning and service delivery.

   - to coordinate, organize and implement actual session

   - to facilitate and introduce session leaders

   - to attend and evaluate sessions

   - to liaise with joint provincial committee on a regular basis.

3. Core curriculum

   - o Five core sessions:
     - Separation
     - Working with Natural Family
     - Developmental Psychology
     - Parenting Alternatives
     - Parenting Abused and Neglected Children.
   - o Module: 1-day session, 8-hour duration.
   - o Special modules to be developed concurrently: cross-culture awareness/drugs and alcohol/working with handicapped children and terminally ill/stress of fostering.

4. Local initiatives in education programming:

   - o Should continue to be encouraged along with the adaptation of the standardized provincial model.

5. Cost.

   - o Education sessions should be of no cost to foster parents.
   - o Social Services Department and S.F.P.A. should ensure the budgetting projections cover transportation and child care costs.

6. Program evaluation:

   - o Evaluation forms should be completed after each session.
   - o Regional committees should review and forward to provincial joint committee for discussion and final evaluation.

7. Financial incentives:

   - o The Task Group considered "mandatory education" versus "structured encouragement" and determined that the latter was preferable.

   - o Monitary incentive be provided, "tying together the fee for service on completion of the core modules," with that of completion of one specific module developed for the categorical designition of that particular foster home."

8. Implementation date

   - o Development and implementation of the first five core sessions, one in each region, targetted for July 1983.

9. Follow-up activities:

   - o Subsequent evaluation and on-going development and planning for future specialized modules.

YUKON TERRITORIES

FOSTER CARE PROGRAM AND TRAINING

AN OVERVIEW

DEPARTMENT OF HEALTH AND HUMAN RESOURCES

PREPARED BY:

HELENE M. BATES
SPECIAL CONSULTANT
FOSTER PARENT TRAINING STUDY
APRIL 1983

PREPARED FOR:

CHILDREN AND FAMILY SERVICES DIVISION
HEALTH AND WELFARE CANADA

Information Sources:

- Health and Welfare - Legislative and User Information Services Libraries.
- Interviews conducted November 25, and 26, 1982 with:
  - Maxine Kehoe,* Supervisor
    Placement and Support Services
  - Eileen MacNeill, Social Worker
    Placement and Support Services
  - Rita Morgan, Social Worker
    Placement and Support Services
  - Georgina Stone, Native Foster Mom, Whitehorse
  - Patricia Simcox, Liaison Officer, C.Y.I.
  - Mary Jane Jim, Researcher, Canada Manpower
  - Dinah Jim, Researcher
    Indian Women's Association
  - Louise Profeit-Leblanc,* Liaison Officer
    Women's Transition Home
- Program manuals and miscellaneous reports, publications, obtained from above mentioned individuals.

Note:

- Where references are made to Appendix - information is available from the originating source. This is an internal reference for Health and Welfare acquisitions.
- This information is by no means an exhaustive reporting of the foster care program.
- * Critiqued draft summary April 1983.

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Note:

- o C.Y.I. - Council for Yukon Indians
- o U.B.C. - University of British Columbia
- o Y.T.G. - Yukon Territorial Government
- o C.F.P.A. - Canadian Foster Parent Association

SECTION I: LEGISLATION AND PHILOSOPHY

A. Child Welfare Act

1. All previous "ordinances" were unchanged to acts in the summer of 1982.

2. Part 2, Section 6 addresses children in need of protection.

3. Part 2, Section 15 addresses - placement of children in foster home.

4. Part 2, Section 18 (1) a to b - foster homes to conform to director's rules and standards.

5. Part 2, Section 19 governs the inspection of homes.

6. Note: A new Children's Act has been tabled by government as of April 1983.

B. Philosophy Underlying Family Services

1. Services focus on the need to:

   - o strengthen and preserve human relationships.
   - o improve social functioning.
   - o ameliorate or prevent family conditions leading to breakdown.
   - o encourage economic, social, physical and mental rehabilitation.

2. Family centered case work is emphasized.

SECTION II: SERVICE DELIVERY MODEL

A. Department of Health and Human Resources

1. Central office - Whitehorse - is involved as the major administration and placement center.

2. Supervisor, placement and support services, is co-housed with the Whitehorse area office service delivery personnel.

   - o Close contact and collaboration is effected because of the co-housing of key program administrative staff and front line staff.

3. Area offices within the Territory

   - o Whitehorse, Dawson City, Watson Lake, Mayo, Faro, Teslin, Haines Junction.

4. Because of the uniqueness of the area with the bulk of the services concentrated in Whitehorse itself, and the remaining areas being scattered and difficult to reach, a variety of service delivery options are effected by each area.

   - o Approaches and services such as orientation and training for foster parents, therefore, are varied in each area.

5. Department of Health and Human Resources - Policy Manual

   - o Manual developed and distributed February 1980.
   - o Section 4.01 to 4.17: Foster Home Care.
     - Director approves all foster home contracts.
     - Emphasis on partnership.
       - . An introductory message in the Foster Parent Manual given to each approved foster home, emphasizes that:

- "Your work is extremely valuable as part of the child welfare program ... when you become involved in our work of caring for children. It is a unique relationship as we share the responsibility of acting as parents to children who may need us for varying periods of time. Like all good partnerships it is based on mutual understanding and cooperation."

o Suggestions regarding placement.

- Placement conducted by apprehending social worker.

- Discussion of relevant facts and details of child's history with foster parents is encouraged.

- "Foster parents should be advised of what contact, if any, is to be allowed between parents and relatives ... and of any prohibited visitors."

o Supervision of homes

- "Visited regularly, whether or not a visit is requested or an emergency arises."

B. <u>Foster Parent Association</u>

1. None exists to date.

2. Although there are a few key people, i.e., foster parents involved on a regular basis with social work staff from Whitehorse office, there is no movement to create a core group or association.

3. The major impetus for guiding and encouraging foster parents to work collectively comes from social work staff.

4. Aim and priority - to start an association within the Whitehorse area in the future.

5. Affiliation with Canadian Foster Parent Association.

   - o Supervisor, placement and support services, and selected foster parents attend occasional meetings and conferences.
   - o C.F.P.A. seen as a useful informal contact, sharing and support group for "common brotherhood."
   - o "It is seen as an organization which is not well run."
   - o The Department and key foster parents support the C.F.P.A. in principle.

SECTION III: GENERAL FOSTER CARE INFORMATION

A. Profile of Children in Care

1. Two-thirds of approximately 141 children are permanent wards.

   - o 64% (89) are of Native origin - 50% are Indian status.

B. Profile of Foster Homes

1. Approximately 90 foster homes in the Yukon Territory in total.

2. The majority (65) live in Whitehorse - 10% are single parents.

3. General profile - folks between the ages of 20 and 40.

   - o One third are mixed-race couples a cross-representation of middle and working class group.

C. Trends

1. Urgently need foster homes for adolescents.

2. Most foster parents require additional basic parenting skills.

3. The attitude of "partnership" is encouraged by the Department, however, foster parents themselves appear less concerned with "active" participation.

D. Priority Focus in Foster Care

1. Public awareness and recruitment campaign.

   - o One week campaign.

- Involved - recognition night, use of media advertising including TV talk shows, local business advertising

  - publication of brochure - "Room for One More"

    . distributed with government employee cheques to raise the level of awareness of fostering.

- Began in 1980: a yearly event scheduled in mid-October.

- On-going advertising and recognition meetings are intended to continue.

E. Foster Parent Manual

1. The manual is intended as a guide book for all approved foster homes.

2. Content

   - Declaration of the rights of a child (U.N. 1959)

   - The rights of foster parents and foster parent's responsibilities.

   - Foster home care expectations.

   - The program and purpose, definition of terms, definition of functions and roles of social worker and the foster parent.

   - Reasons a child comes into care.

   - Financial arrangements.

   - Confidentiality and the child's background.

   - The child's rights, health requirements.

   - Adoption by foster parents, expectations on discipline, training, liaison with schools.

- o Infant scheduling, preschool and teenage child.
- o Appendix section contains schedule of rates the agreement, as well as the article called "Only People Cry" by Alice Winter.

F. Child Welfare Services for Indigenous Peoples

1. The Council of Yukon Indians believes that the territorial government has not encouraged a special focus on cultural identity needs of Native children in care.

2. Concerns expressed:

   - o Need for the elementary education system to be sensitized and geared more effectively to meeting the needs of displaced Native children.
   - o A need for the Native people to educate themselves to have impact and credibility when dealing with social policy makers, and vice versa.
   - o The need to adapt a foster care system with less formality in regard to home study and assessment, i.e., physical requirements to become foster parents.
   - o Orientation of white foster homes and placement of Native children in white homes is problematic.
     - Cross-cultural orientation or briefing is not enough, foster parents need to be made aware and taught the differences for Native living (i.e., values, life style, nutrition and attitudes and responsibilities taught to Native children)
   - o Need for emphasis on having Native children keep in contact with the community and their extended family.

3. Relationship between C.Y.I. and Department.

   - o Liaison between the two groups is established on an informal rather than formalized basis as regards foster care.

4. Major focus of Yukon Indians presently:

   - o Need to settle land claims and continue advocacy for an Indian Child Welfare Act which is currently being researched through the efforts of C.Y.I. employees.

   - o Submit suggestion on the revision of the Child Welfare Act to Y.T.G.

   - o The Natives need to re-educate and influence their peoples to re-establish a sense of community by returning to the teaching of their elders, thereby strengthening the family and clan traditional values.

5. Future Goals:

   - o The elders of the Native community have inspired the work and goals of members of C.Y.I. and have mandated their people to bring their grandchildren back to their communities. It is hoped that by strengthening the belief in the sense of community and by returning to traditional values, alcoholism and the need for foster care will be combatted and prevented.

   - o C.Y.I. members appear to be "consolidating" a core group of Native people to return to communities and have influence on the aforementioned goal.

   - o Note: Since there is no "reserve system" in the Yukon, this confining structure and historical "white" administration is not seen as a barrier to the goals envisioned.

   - o Long-term goal

     - have Y.T.G. recognize custom adoptions of Native children. (submitted this recommendation to the Legislature in their revision of the C.W. Act)

SECTION IV: FOSTER CARE TRAINING

A. Standardized Training and Orientation

1. No standardized orientation or training is in effect at this time.

B. Orientation

1. Participation - not mandatory.
2. Sessions offered in spring and fall each year.
3. Manual utilized - Foster Parent's Manual, which is reviewed and discussed with foster parents.
   - o Program focus is very flexible.

C. Existing Training

1. Training sessions vary; are developed and adapted by concerned social workers.
   - o Organized training sessions are offered mainly in Whitehorse.
2. KNOWLEDGE NETWORK SERIES from B.C.
   - o Whitehorse foster parents and staff are encouraged to access and view series which are available through ANIK B sattelite.
3. General parenting courses through U.B.C. outreach program.
   - o Social workers and foster parents are encouraged to access such courses on the Yukon Campus, Whitehorse.

SECTION V: RECOMMENDATIONS

A. Federal government should act as a clearinghouse for issues such as the collection and dissemination of foster care rates.

   1. The clearinghouse should act as a "resource" not as a "bank of information." Resource support should be forthcoming through a foster care consultant or resource persons.

B. Need to develop a film series which depicts foster care in Canada for promotional and educational purposes. This material should be accessed by the provinces and territories.

C. Federal government should fund education programs controlled by Natives working towards the re-establishment of traditional values.

   1. Support the development of an Indian Child Welfare Act to be piloted in the Yukon.

   2. Federal government should recognize the diversity amongst Native groups and empower Indians to develop their own systems.

D. Regarding service for Native people:

   1. Funding for specific training activities which teach non-Indians about Native culture, religion, nutrition, and social systems. Support for programs and practices which address Native teens in care with regard to maintaining rights of puberty and responsibility.

   2. Grant funds to Indian communities to administer their own social services rather than spending money to recruit Native foster parents administered by non-Indian system.

SECTION VI: CURRENT CONTACT PERSONS

Department of Health and Human Resources

- Maxine Kehoe
  Supervisor
  Placement and Support Services
  Department of Health and Human Resources
  Government of Yukon Territory
  Box 2703
  Whitehorse, Yukon
  Y1A 2C6
  403-667-3685

- Eileen MacNeill
  Social Worker
  Placement and Support Services
  (same address as above)

Council for Yukon Indians (C.Y.I.)

- Louise Profeit-Leblanc
  Liaison Officer
  Health and Social Development Division
  Council for Yukon Indians
  22 Nisutlin Drive
  Whitehorse, Yukon
  Y1A 3S5
  403-667-7634

  (Liaises between C.Y.I. and all communities; conducts workshops, research)

- Patricia Simcox
  Social Development Liaison Officer
  (same address)
  (working on Child Welfare Act with Y.T.G.)

- Marilyn Van Bibber
  Health and Social Development Division
  (same address)

Yukon Indian Women's Association

- Dinah Jim
  Researcher (Indian Children's Rights)
  Located at Indian Center, C.Y.I.
  22 Nisutlin Drive
  Whitehorse, Yukon 403-667-7634

- Marianne Sheldon, President
  Yukon Indian Women's Association
  (same location and number as above)

Canada Manpower - Whitehorse

- Native Women Employment

  - Mary Jane Jim - Researcher in looking at native women training needs.

Number/
Numéro

R A P P O R T F I N A L

VOLUME I
ÉTUDE SUR LES PROGRAMMES DE SERVICE
AUX FAMILLES D'ACCUEIL
SANTÉ ET BIEN-ÊTRE SOCIAL CANADA

HÉLÈNE M. BATES
CONSEILLÈRE SPÉCIALE

LE 31 MAI 1983

GUIDE

La phase III de l'Étude sur les programmes de service aux familles d'accueil se termine par la présentation des documents suivants:

VOLUME I: **RAPPORT FINAL**

- Partie 1 - Introduction
- Partie 2 - Déroulement et conclusions de l'étude
- Partie 3 - Recommandations

VOLUME II: **COMPENDIUM DES PROGRAMMES DE FORMATIONS DESTINES AUX FAMILLES D'ACCUEIL ET AUTRES INTERVENANTS**

VOLUME III: **APERÇU DES PROGRAMMES DE SERVICE ET DE FORMATION**

- Recueil de rapports pour chaque province et les territoires

Le 31 mai 1983

REMERCIEMENTS

La préparation du premier compendium des activités dans le domaine du service aux familles d'accueil au Canada a été à la fois un enrichissement et un privilège pour moi.

Je remercie tous les participants qui ont accepté de donner leur temps et de partager leur point de vue, particulièrement Phoebe et Leona, Gisèle, Joanne, Louise et Patricia, Jim, Len et Ross, dont le dynamisme et le dévouement m'ont injecté l'énergie et l'enthousiasme nécessaires.

Je remercie Trudy et Jacques, de la Division des services à la famille et à l'enfance, pour leur aide personnelle et pour leur encouragement concret au cours de cette étude.

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Je remercie Gilles et Marilyn, des Services de renseignements aux usagers, dont l'aide et la collaboration constantes ont permis de discuter l'élaboration d'un plan pour un système d'information.

Je remercie Krys, toujours souriante et prête à aider à résoudre rapidement des problèmes logistiques, et je remercie Mae pour son inépuisable amabilité.

Je remercie enfin tout spécialement Pat Denis, dont l'arrivée le 3 février a imprimé un nouvel élan à l'entreprise. C'est grâce au dévouement, à l'excellent travail et à la patience dont Pat a fait preuve durant la correction, la révision et la préparation des manuscrits finals, qu'il a été possible d'atteindre dans un laps de temps limité les objectifs fixés pour la phase II de l'étude.

PRÉFACE

Les mythes abondent quand nous parlons des familles d'accueil: mythes des facteurs de motivation d'ordre économique ou religieux; mythes au sujet du rôle et de la responsabilité des parents d'accueil; mythes des enfants arrachés à leurs parents et placés arbitrairement dans les familles d'accueil; mythes des centres de services sociaux remis en question par les associations de familles d'accueil; mythes du système canadien de placement en famille d'accueil amplifié par le nombre des enfants provenant d'autres pays - point de vue selon lequel le Plan de parrainage du Canada et le système canadien de placement d'accueil seraient une seule et même chose ... un appareil de soins en famille d'accueil assailli par des secrets mythiques et par des crises mythiques ... Mythes avec lesquels nous vivons et que nous espérons chasser chaque fois que nous nous réunissons pour travailler avec les collègues, les familles d'accueil, les amis et les citoyens ordinaires.

Cette étude porte sur un seul mythe: celui qui veut que rien ne se passe dans le domaine des programmes de service et de formation pour les familles d'accueil au Canada.

Il ne s'agit pas d'une analyse comparative ni d'un rapport exhaustif des programmes mis en oeuvre pour aider et pour préparer les familles d'accueil. Je trouverais la première peu judicieuse et injuste étant donné les variances qui existent dans les modèles de prestation des services, dans l'évolution des programmes, dans le profil des enfants placés et dans l'aide financière accordée aux divers programmes. Quant au rapport exhaustif, le délai fixé l'interdisait tout simplement.

Il se passe beaucoup de choses. La poussée est évidente - partout. Elle se voit dans les germes de mécontentement et dans le sentiment de frustration qui apparaissent au sein de certains systèmes de services sociaux; elle se voit dans les grands mouvements communs stratégiquement organisés qui tentent de consolider les normes de placement en famille d'accueil et d'uniformiser la formation. Qu'il s'agisse d'une action d'envergure provinciale ou des efforts dispersés d'une poignée d'intéressés, le placement en famille d'accueil est de plus en plus reconnu comme un aspect fondamental de modèles substitut de soins aux enfants.

L'étude, sur les programmes de formation destinés aux familles d'accueil et autres intervenants, menée entre le 12 octobre 1982 et le 31 mars 1983, s'achève par la première compilation d'un compendium national des programmes en oeuvre dans ce domaine. Pour certains, cet exposé des activités en cours actuellement dans les provinces et sur le plan international, représentera simplement un ensemble de données qu'ils seront heureux d'ajouter à leur base de connaissances; pour d'autres, ce peut être le signal d'une sensibilisation toute nouvelle au fait que les mêmes problèmes préoccupent les Canadiens et d'autres gens ailleurs dans le monde.

L'étude n'a pas pour but de chercher à vérifier si la formation garantit ou non le succès. Elle accepte toutefois le principe selon lequel les familles d'accueil montrent un sentiment de compétence croissant; et même si la formation n'est pas une panacée, les donneurs de soins et les travailleurs sociaux sont mieux préparés et peuvent exercer une meilleure surveillance s'il y a eu préparation.[1]

L'étude ne devait pas non plus se dérouler comme une recherche scientifique, mais plutôt comme une première enquête sur quelques-unes des principales activités en cours dans le domaine des programmes de formation.

Nous en avons exclu les observations qui auraient souligné le rendement inférieur, ou supérieur, d'un modèle précis de formation ou de prestation des services. Il revient au lecteur de donner l'interprétation et de dégager les conclusions qu'il veut, grâce à un examen personnel des modèles de formation et du matériel didactique qui ont été déterminés.

Les conclusions citées représentent le point de vue collectif et les suggestions des participants. Il ne faut pas interpréter celles-ci comme une forme d'ingérence fédérale dans les programmes relevant des provinces. Les recommandations définitives ont été formulées à partir de l'analyse des points retrouvés en commun dans toutes les recommandations qui ont été faites.

Le répertoire, ou compendium, des programmes de formation est simplement une collection des modèles appliqués en ce moment dans tout le Canada ainsi que les principaux programmes de formation qui existent aux États-Unis et en Grande-Bretagne.

Dans le cadre du rapport qui réunit les sommaires et qui est intitulé "Aperçu des programmes de service et de formation dans le domaine du placement en famille d'accueil", nous avons tenté de garder la même présentation. Là où il y a des changements, on a agi de manière à sauvegarder l'originalité de chaque programme et l'authenticité des discussions qui ont eu lieu avec les participants.

L'auteur se tient responsable des erreurs, des omissions ou des mauvaises interprétations qui ont pu se glisser dans le rapport.

L'étude montre bien la nécessité d'une collaboration et concertation entre les services fédéraux, interprovinciaux et interterritoriaux qu'intéresse la question du placement en famille d'accueil. Il est à espérer qu'elle renforcera le développement d'un réseau et facilitera l'échange entre les personnes qui s'occupent de définir et d'évaluer les programmes de service et de formation destinés aux familles d'accueil.

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Notes

Ouvrages de référence

Annexes

ABRÉVIATIONS

C.W.L.A.	-	Ligue de l'aide à l'enfance des États-Unis
E.M.U.	-	Université Eastern Michigan
NOVA	-	Projet de formation des familles d'accueil de l'Université NOVA (Floride)

PARTIE I. INTRODUCTION

1.1 POINT DE VUE INTERNATIONAL

Les livres de recherche ont, à l'époque, traité et traitent encore de nos jours abondamment des soins en famille d'accueil. Nos bibliothèques canadiennes regorgent d'ouvrages et de rapports de recherche qui portent sur tous les aspects de la question: théories relatives à la motivation, méthodes de recherche et d'évaluation, rôles, séparation et attachement, facteurs qui déterminent le succès du placement, autres modèles de soin, etc. Pourtant bien peu ont un contenu canadien. Les milieux canadiens de placement dans un foyer d'accueil comptent surtout sur les recherches et les réalisations menées principalement aux États-Unis et en Grande-Bretagne.

Il y a quinze ans, Dinnage et Pringle se mirent à insister sur la nécessité d'effectuer des recherches à la fois meilleures et plus nombreuses, afin d'évaluer les effets de longue durée du placement en famille d'accueil.[2] Quatre ans ont passé depuis l'affirmation de Prosser qu'on sache si peu au sujet des caractéristiques et de la situation des enfants placés: il est d'avis que lorsque les schèmes de formation sont appliqués, ils sont habituellement associés aux programmes spéciaux destinés au placement des enfants handicapés ou perturbés, et pour la majorité des parents d'accueil il n'y a pas de cours de formation plus généraux.[3]

En 1978, on dit que la formule de la famille d'accueil est dans une période de transition, du fait de la réforme législative qui se poursuit, des innovations qui se produisent et des programmes qui sont mis à l'essai relativement aux autres formules de placement. Le besoin des groupes de familles d'accueil est né, et leur nombre s'accroît (Ball et Bailey, 1969; Rich, 1968). Les nouveaux réseaux de familles d'accueil surgissent soit d'eux-mêmes, soit avec l'aide ou en dépit de l'opposition des centres de services sociaux.

Certains vendent la notion du parent d'accueil vu comme donneur de soins "professionnel",[4] ou "quasi-professionnel" (Goldstein, 1967), et de son rôle qui est considéré comme une carrière (Fanshel, 1970), tandis que d'autres la remettent en question (Rosenblum, 1980).

On a fini par reconnaître que la formation est inhérente au service dans le domaine du placement en famille d'accueil, et beaucoup parlent du besoin de formation (Baistroffer, 1968; Stone, 1969; Adamson, 1973; Quick et Dally, 1974; Hepworth, 1980).

On peut se demander où nous en sommes maintenant? Quels progrès avons-nous faits? Il se peut que la réponse soit relativé. À l'intérieur du même système de services sociaux, il y en

a qui discerneront peut-être une évolution et une progression dans chaque aspect des soins en famille d'accueil, tandis que d'autres pourront avoir l'impression que rien n'a changé. Ce qui frappe dans la réalité canadienne, c'est qu'on peut trouver des attitudes, des formules et des usages sur tous les points de l'ensemble que constitue le placement en famille d'accueil. Ce genre de placement est en transition presque partout.

Le Canada commence à mener lui-même des recherches sur les questions et les préoccupations qui entourent l'appareil canadien de placement en famille d'accueil.

En 1979, la Commission de l'année internationale de l'enfant, dans son rapport, et le Groupe d'étude parlementaire sur l'action fédérale pour les enfants du Canada, dans un rapport ultérieur, recommandent l'un et l'autre de créer un organisme central chargé de coordonner les services à l'enfance et à la famille. Les recommandations n'ont malheureusement pas eu de succès. En dépit de cela, divers secteurs continuent de réclamer à grands cris des services d'information centralisés dans le cas d'une variété de secteurs de programmes.

Nous, les Canadiens, regardons parfois avec envie des organismes tels que le Bureau national de l'enfance de la Grande-Bretagne, qui est en quelque sorte l'entrepôt central des renseignements et qui agit à titre d'intercesseur pour le compte des enfants et de la famille. A l'égard de la formule du placement en famille d'accueil, il se peut que nous nous sentions bien en retard par rapport à un organisme comme la Child Welfare League of America, laquelle, en 1974, mène déjà une recherche d'envergure nationale pour déterminer le matériel qui existe dans le domaine, de même que les cours de formation et les programmes. Les programmes en résidence, qui offrent alors des cours formels pour les travailleurs des services d'aide à l'enfance, sont examinés dans le but de vérifier si certains s'étendent aux familles d'accueil. En plus, les écoles de service social qui donnent des cours d'extension à l'intention des para-professionnels du domaine sont déterminées. La possibilité d'assurer la formation des familles d'accueil par le moyen des réseaux d'éducation des adultes est explorée. Dans le processus, la C.W.L.A. devient un modèle reconnu de formation des familles d'accueil qui a été maintes fois adapté sur le plan international.

D'ailleurs il y a aussi le réseau américain d'information des familles d'accueil (Foster Parent Education Network) de création récente - qui relie la majorité des états grâce à un système de réunions organisées et qui publie un bulletin intitulé "IMPACT" - qu'avait préconisé le groupe d'étude national sur la formation des familles d'accueil, créé par l'Université Eastern Michigan. Devons-nous rester en admiration et continuer de rêver d'avoir ici un mécanisme de communication semblable? Ou ne pouvons-nous pas plutôt passer à l'action pour nous donner ce mécanisme au Canada?

1.2 POINT DE VUE CANADIEN

Il y en a certains qui s'imaginent qu'un organisme comme le ministère de la Santé nationale et du Bien-être social sert d'entonnoir où arrive l'information provenant d'une variété de sources publiques et de sources privées ... D'ici on peut obtenir un ensemble impressionnant de services et de ressources. D'autres voient même un entrepôt massif doté d'un système automatisé élaboré qui collectionne et distribue régulièrement toute information dans sa mémoire. Il se peut qu'il en soit ainsi pour un certain nombre de programmes qu'administre le Ministère, mais ce n'est certes pas le cas relatif au placement en famille d'accueil.

À l'heure actuelle, les mécanismes de réunion et de diffusion de l'information qui porte sur la question du placement en famille d'accueil au Canada ne sont ni établis, ni efficaces. Les renseignements peuvent être obtenus d'une variété de sources: les dossiers d'actualité éparpillés dans la Division des services à la famille et à l'enfance, divers rapports, études et publications trouvés au Centre de documentation et dans le système du fichier central, articles documentaires des coupures de presse, les statistiques générales sur l'aide à l'enfance préparées par les Services de renseignements aux usagers, les acquisitions de la bibliothèque principale, les manuels de directives et de normes, les lois et les échelles d'évaluation des soins en famille d'accueil enfouis dans la bibliothèque législative. Des dossiers distincts, et explicites, sur les programmes provinciaux et territoriaux de placement en famille d'accueil n'existaient pas. Bref, la recherche documentaire est un processus laborieux!

1.3 DONNÉES GÉNÉRALES

La Division des services à l'enfance et à la famille (Direction des programmes de service social, ministère de la Santé nationale et du Bien-être social Canada) n'a pas toujours été en mesure de répondre aux demandes de renseignements concernant l'aide à l'enfance. En 1980-1981, on prend des mesures pour améliorer la situation. La première est de créer un Centre d'information sur la violence dans la famille; la deuxième porte sur le placement en famille d'accueil.

En septembre 1981, la Division informe les directeurs des services d'aide à l'enfance de son intention de réunir un dossier documentaire à la fois concis et complet sur la formation spécialisée dans le domaine de l'enfance maltraitée et sur les programmes spéciaux pour les familles d'accueil.

POURQUOI UNE CONCENTRATION SUR LES PROGRAMMES DE FORMATION DESTINES AUX FAMILLES D'ACCUEIL?

Il semblait à ce moment-là que des questions comme la définition des normes et des règles, les besoins nouveaux dans le domaine des systèmes de services, l'aide financière aux familles d'accueil, les solutions aux soins en établissement et les programmes auxiliaires destinés au personnel et aux familles d'accueil étaient reliées par un fil commun - la nécessité de la formation.

L'analyste de programmes, mademoiselle Jane Clark, se voit alors confier la tâche d'étudier les systèmes provinciaux d'aide à l'enfance quant aux renseignements ayant trait à la formation des familles d'accueil - c'est-à-dire formuler les questionnaires, examiner les réponses et rassembler les données pour les mettre sous une forme pratique. Les questionnaires sont envoyés aux directeurs des services d'aide à l'enfance, qui sont priés de les transmettre aux membres du personnel en cause pour qu'ils les remplissent.

En mars 1982, un rapport provisoire sur les programmes provinciaux de formation des familles d'accueil est préparé. Les réponses étant variées, des renseignements très généraux sont réunis et le questionnaire sert de modèle au rapport.

Le rapport provisoire, classé document interne, sert par la suite de document de référence quand, plusieurs mois après, à mesure qu'elle dispose du temps, des fonds et du personnel, la Division s'emploie à terminer le dossier documentaire prévu et exerce un contrôle auprès des provinces et des territoires.

Il faut essentiellement des données plus fonctionnelles pour qu'un dossier documentaire soit de quelque service aux usagers potentiels.

- Comment les programmes de formation sont-ils mis au point et organisés - quelles structures officielles sont en place - qui prend part à ces programmes et à quel niveau de service et de gestion?

- Quels facteurs ont influencé les organismes pour donner les programmes obligatoires?

- À quel point les associations de familles d'accueil sont-elles intéressées? Quelles sont les caractéristiques générales des familles d'accueil qui ont besoin de formation?

- Les travailleurs des services de placement en famille d'accueil s'occupent-ils d'organiser les cours et d'en faire l'essai sur le terrain? Ont-ils besoin d'en savoir davantage sur les questions qui touchent au domaine?

- Quels cours et quel matériel didactiques particuliers sont utilisés - modules, trousses, manuels, ouvrages de référence, méthode multi-médias?

- Qui sont les animateurs (moniteurs) des cours et quelles formules sont employées?

- Quels sont les obstacles au perfectionnement?

- Comment le profil des enfants placés influence-t-il l'orientation du programme de formation?

- Quelles sont les priorités du moment dans chacun des systèmes de placement en famille d'accueil?

- Qu'est-ce qui pourrait être fait à l'échelle nationale pour faire valoir et pour soutenir le placement en famille d'accueil?

PARTIE 2. RAPPORT FINAL : ÉTUDE DES PROGRAMMES DE FORMATION DESTINÉS AUX FAMILLES D'ACCUEIL ET AUTRES INTERVENANTS

2.1 PROPOSITION DE MARCHE

Une proposition en bonne et due forme, intitulée "Étude sur la formation des familles d'accueil - phase II" (il s'agit d'une étude du matériel didactique employé pour les programmes), est présentée le 29 septembre 1982, en réponse à une demande faite par la Division des services à la famille et à l'enfance pour mener une recherche plus exhaustive sur la formation des familles d'accueil.

Le directeur, monsieur Jacques Patry, appuie la mise en oeuvre de la proposition suivant l'orientation de mademoiselle Trudy Usher, experte-conseil pour les services à l'enfance et à la jeunesse. Monsieur E.M. Murphy, sous-ministre adjoint, donne l'approbation définitive pour passer un marché qui entre en vigueur le 12 octobre 1982 pour prendre fin le 31 mars 1983.

Le travail est intitulé "Étude sur la formation des familles d'accueil - phase II"; la désignation est changée par la suite pour devenir "Étude des programmes de formation destinés aux familles d'accueil et autres intervenants", afin d'en refléter plus nettement l'objet principal.

L'entreprise a exigé les services d'une conseillère spéciale (recherchiste) et d'une secrétaire à plein temps (à compter du 3 février 1983).

Le délai d'exécution a été prolongé du 1er avril au 31 mai pour permettre de terminer les rapports et de présenter dans leur forme définitive les documents et les résultats de l'étude.

2.2 TERMES DU MANDAT

- Déterminer les principaux responsables dans chaque province et faciliter l'acheminement de l'information entre les provinces et les territoires.

- Recueillir le matériel spécifique qui existe pour les programmes de service et de formation des familles d'accueil.

- Effectuer un examen des ouvrages qui portent sur les programmes de formations pour familles d'accueil.

- Déterminer et obtenir le matériel semblable qui existe dans d'autres pays, notamment la Grande-Bretagne et les États-Unis.

- Établir les tendances, les initiatives et les priorités dans l'élaboration ou la conception des modules de formation et du matériel didactique; reconnaître les facteurs qui agissent sur la définition et l'exécution des programmes de formation.

- Dresser un répertoire des programmes et du matériel didactique qui serviront comme source de référence.

- Présenter un rapport des conclusions et faire des recommandations explicites au sujet du rôle du gouvernement fédéral dans la mise au point d'un système complet de placement en famille d'accueil qui répondrait aux besoins des enfants du Canada.

- Prévoir un mécanisme de suivi et de feedback pour les participants.

2.3 RÉSULTATS PRÉVUS

L'étude vise deux objectifs d'importance majeure:

- o Préparation d'un répertoire des programmes de formation et du matériel didactique qui existent au Canada et ailleurs.

- o Préparation d'un ensemble de recommandations sur les domaines prioritaires en matière de formation dans le domaine du placement en famille d'accueil et définition du rôle éventuel de la Division des services à l'enfance et à la famille à cet égard.

Un troisième objectif semble primordial:

- o Nécessité de réunir en un dossier concis, distinct sur le placement en famille d'accueil pour chacune des provinces et les territoires.

Dès le début de l'étude, l'auteur se rend compte que les résumés documentaires sur le placement en famille d'accueil, propres à une province ou à un territoire, ne sont pas centralisés. Le besoin d'un condensé élémentaire est considéré comme essentiel. Ce condensé formera la base des discussions et permettra de mieux comprendre le mode de prestation des services dans chacune des provinces et les deux territoires. Il servira de document de référence pour les hauts fonctionnaires et les collègues de la Direction des services sociaux en leur offrant un dossier documentaire unifié qui les aidera à donner suite aux demandes de renseignements. Enfin, le condensé permettra une meilleure optique de la raison d'être des programmes de formation et de service aux familles d'accueil, ce qui aidera les participants à l'étude d'évaluer s'il est possible d'adapter les modèles de formation à leur propre système.

2.4 CADRE DE TRAVAIL CONCEPTUEL

La formation peut être regardée dans son sens formel. Elle peut être vue comme une discussion en groupe sans formalité, où on apprend par voie de conséquence, ou bien comme une initiation préalable au service, ou encore comme une préparation particularisée. La relation qui existe entre les termes éducation et développement implique un enrichissement; par leur connotation on tend à les employer dans le même sens que formation.

Selon les dictionnaires, la formation est un élément d'un ensemble de parties. Dans le cas des familles d'accueil, la formation ne peut pas être vue isolément, sans tenir compte des nombreux aspects du placement, si on souhaite que le système fonctionne. La formation se répercute sur les normes et les usages dans le domaine du placement en famille d'accueil, sur l'élaboration d'autres modèles de soins, sur les services d'adoption et de protection. Aussi est-elle influencée par ces facteurs.

Les programmes de formation ont une incidence sur les coûts d'entretien (soins ordinaires et soins spéciaux), de même que sur le rôle à l'égard des autres programmes d'éducation des adultes dans le milieu. Du fait que les familles d'accueil sont d'abord et avant tout des "familles" on se demande si ces programmes doivent être alignés avec divers programmes d'aide à la famille. Puisqu'elle a pour but d'augmenter la qualité des soins donnés aux enfants, la formation exige un examen des mécanismes de recrutement et d'initiation, des méthodes de sensibilisation du public, et de genre d'activités préparatoires pour les familles d'accueil qui reçoivent un enfant au foyer.

Enfin, la formation est aussi l'enseignement et la pratique des compétences de soins. Elle demande une connaissance des techniques de formation des adultes et des modèles didactiques sur l'enseignement aux adultes. Ce qui est tout aussi important, elle vise à un double groupe cible: le personnel des services sociaux ainsi que les familles d'accueil.

2.5 MÉTHODOLOGIE

2.5.1 Recherche preparatoire

Une recherche préliminaire des ouvrages et du matériel qu'il est possible d'obtenir est menée peu de temps avant d'effectuer les entrevues avec les personnes-clé. La recherche qui suit permet de comprendre la base générale de chacun des systèmes de services sociaux, en insistant sur les éléments d'information liés précisément aux soins en famille d'accueil:

- Un examen des dossiers de la Division des subventions nationales au bien-être social et des discussions avec les experts-conseils régionaux en cause révèlent les recherches ou les opérations pilotes passées, en cours ou potentielles qui ont été, sont ou pourraient être subventionnées.

- Un examen des lois provinciales ou territoriales sur l'aide à l'enfance, des comptes rendus officiels des débats et des manuels sur les programmes d'aide à l'enfance fournit la base législative générale et donne, dans certains cas, les principes qui sous-tendent les services aux enfants et aux familles.

- Une exploration du centre des données sur les services aux usagers apporte des informations additonnelles et très variées (coupures de journaux, rapports annuels et données statistiques).

- Une demande de recherche documentaire est faite à la bibliothèque principale; quatre bases de données sont exploitées: NCFR, ERIC, OONL et CODOC (Annexe A). Les périodiques, les rapports de recherche et les livres d'une nature plus générale traitant du placement en famille d'accueil et ceux qui portent précisément sur la formation des familles d'accueil aux États-Unis sont consultés au cours de l'étude, quand le temps le permet.

- Un contact régulier avec mademoiselle Trudy Usher, experte-conseil pour les services à l'enfance et à la jeunesse, permet d'obtenir des renseignements supplémentaires sur les questions actuelles en matière d'aide à l'enfance et donne la possibilité d'extraire de sa bibliothèque de la documentation sur le placement en famille d'accueil.

- Une étude des notes fournies par monsieur Philip Hepworth donne encore des éléments d'information sur les services aux enfants placés.

2.5.2 Choix des participants

Vu le délai aussi bien que le budget de déplacement alloués, les critères de sélection suivants sont appliqués:

- Les participants devraient légitimement représenter le système de placement en famille d'accueil de la province ou du territoire.
- Les participants devraient avoir une connaissance profonde des événements et des activités organisés au triple échelon local, régional et provincial.
- Les participants devraient travailler ou être associés d'une manière quelconque au processus de planification et d'élaboration du programme de service aux familles d'accueil.
- Les participants devraient être des porte-parole officiels en mesure de donner des faits, des suggestions et des opinions au sujet des besoins actuels et des objectifs futurs pour la formation des familles d'accueil ou les programmes généraux de service aux familles d'accueil.
- Les participants (s'ils ne sont pas déjà visés par les points précédents) devraient représenter officiellement un groupe, une association ou un organisme que est directement intéressé dans les services aux enfants placés.

Les personnes qui répondent à ces critères sont d'abord les coordonnateurs des programmes provinciaux de services sociaux dans le secteur du placement en famille d'accueil, et les représentants officiels des associations de familles d'accueil. L'association canadienne des familles d'accueil est aussi une entité dont il faut tenir compte.

2.5.3 Mise au point des instruments d'enquête

Il n'est pas considéré avantageux de préparer un autre questionnaire. Étant donné la limite de temps, et parce que l'auteur comprend et peut apprécier la myriade de tâches prioritaires devant lesquelles se trouvent normalement les coordonnateurs des services de placement en famille d'accueil, comme les superviseurs de programmes, il est jugé souhaitable d'appliquer une stratégie qui permettra de réunir de vastes renseignements dans un laps de temps court mais concentré. On a adopté la méthode des entrevues personnelles centrées sur des sujets particuliers.

- o Décembre 1982: Québec, Ontario.
- o Janvier 1983: Nouveau-Brunswick, Nouvelle-Écosse, Île-du-Prince-Édouard, Terre-Neuve.
- o Février 1983: Manitoba, Saskatchewan.
- o Mars 1983: Ontario.

2.5.7 Regroupement du matériel

Le processus d'entrevue permet de rassembler de nombreux éléments de programmes: manuels sur les services aux familles d'accueil, brochures sur les programmes, guides à l'usage des familles d'accueil, bulletins, trousses ou manuels de formation, rapports d'études et autre matériel documentaire. Les données provenant de la recherche préliminaire, et la documentation réunie, sont examinées et incorporées aux notes d'entrevues quand les rapports sommaires de chacun des programmes de service aux familles d'accueil sont préparés.

La première version des rapports sommaires, intitulée "Aperçu sur la formation des familles d'accueil", est envoyée aux principaux participants pour qu'ils puissent en faire une revue et une correction.

Le rapport final, intitulé "Aperçu sur les programmes de service aux familles d'accueil", est achevé après d'autres corrections et révisions incorporant les observations transmises et les changements nécessaires, proposés par les participants.

Un modèle de rapport relativement uniforme est employé pour les douze sommaires définitifs des provinces et des territoires.

Les trousses didactiques, les manuels de formation et les brochures de référence sont consignés et transmis dans une section distincte des acquisitions traitant du placement en famille d'accueil, pour la Division des services à la famille et à l'enfance.

2.5.8 Comptes à rendre

Des rapports formels sont présentés régulièrement à l'experte-conseil pour les services à l'enfance et à la jeunesse au courant de l'évolution de l'étude. Ceux-ci la tiennent au courant des nouvelles questions d'ordre général, des nouvelles tendances et des nouveaux besoins qui sont déterminés.

Les participants et les hauts fonctionnaires des services à l'enfance reçoivent des lettres de suivi après les entrevues, puis une autre lettre qui donne un bref état à jour de l'étude à la fin de mars (Annexe E).

2.6 RÉSULTATS DE L'ÉTUDE

2.6.1 Participants interrogés

En tout, cent-douze participants sont interrogés:

- 12 coordonnateurs provinciaux des services de placement d'accueil;
- 19 membres du comité exécutif de dix associations de familles d'accueil (provinciales et nationale) et cinq parents d'accueil;
- 3 coordonnateurs d'association salariés (Québec et Colombie-Britannique);
- 21 employés des services sociaux publics provinciaux (personnel et coordonnateurs régionaux, chargés de programme, agent de perfectionnement du personnel);
- 15 membres des organismes d'aide à l'enfance (directeurs généraux, gérants de programme, moniteurs du service de placement en famille d'accueil, coordonnateurs);
- autres intéressés - experts-conseils du secteur privé, gestionnaires, conseillers en ressources, etc.

Voir à l'Annexe F la liste des participants.

2.6.2 Acquisition du matériel documentaire

Au-delà de cent documents (manuels, ouvrages de référence, brochures et articles) sont réunis:

- 36 manuels de formation (E.M.U., C.W.L.A., NOVA, Colombie-Britannique, Alberta, Nouveau-Brunswick et Ontario);
- une trentaine de rapports, études, brochures et autres ouvrages du genre;
- 36 publications et extraits de recherche documentaire (recensés et réunis, mais pas annotés).

2.6.3 Réponses des participants

À peu près la moitié des participants transmettent par écrit des observations au sujet du premier sommaire provisoire; le reste donnent leur réaction verbalement au téléphone.

Les 12 coordonnateurs des services de placement en famille d'accueil et les six associations provinciales de familles d'accueil donnent leur réaction officielle sur les sommaires provisoires qui sont préparés. Les réponses commencent à entrer le 17 février 1983, et ladernière arrive le 16 mai 1983.

2.7 CONCLUSIONS DE L'ÉTUDE SUR LES PROGRAMMES DE FORMATION

2.7.1 Réceptivité à l'égard de l'étude

A certains moments, plusieurs provinces (Nouvelle-Écosse, Ile-du-Prince-Édouard, Nouveau-Brunswick, Ontario, Saskatchewan, Alberta et Colombie-Britannique) ont mené au fur et à mesure leurs propres recherches en vue d'obtenir un matériel varié sur le placement en famille d'accueil au Canada et aux États-Unis. La plupart des participants connaissent mieux les grands programmes de service aux familles d'accueil mis en oeuvre dans ce pays que ceux qui existent au Canada.

Même si les demandes provenant des directeurs des services à l'enfance viennent influencer la création de l'étude, quelques uns des participants semblent ne pas être certains de l'utilité du rôle fédéral dans une étude de cette nature, et on s'interroge à ce sujet dans certains cas. Une fois que les participants ont mieux compris l'objectif général et les objectifs intermédiaires de l'étude, ils étaient mieux disposés à y prendre part. Les représentants des associations de familles d'accueil se réjouissent d'avoir été appelés à participer au processus.

Il y a de toute évidence une volonté de partager et d'en savoir davantage au sujet des programmes en cours au Canada.

Tous expriment le désir de recevoir les conclusions de l'étude, et ajoutent que les activités menées dans ce cadre éviteront à des provinces un double d'efforts pour se tenir au courant de ce qui se passe dans ce domaine au Canada et aux États-Unis. On espère que les données réunies à l'avenir pourront être étendues aux autres secteurs d'intérêt primordiaux dans le domaine, notamment les normes de programmes, les structures de pensions quotidiennes et les différentes formules de programme de service aux familles d'accueil.

Les participants aux prises avec les mêmes problèmes de perfectionnement que leurs homologues des autres milieux se disent reconnaissants des orientations et des conseils donnés au cours de l'étude.

2.7.2 Notion d'"association" dans le placement en famille d'accueil

La notion de travail d'équipe ou de collaboration et concertation est un principe auquel adhèrent les deux groupes de participants interrogés. Mais dans chaque cas, les représentants des associations et ceux des services sociaux ont vite signalé que dans la pratique cette notion n'est pas toujours, acceptée universellement par les familles d'accueil, les travailleurs sociaux et mêmes les superviseurs du personnel des services sociaux.

Les manuels de normes du placement en famille d'accueil, au Québec, en Nouvelle-Écosse, en Saskatchewan, en Colombie-Britannique, en Alberta, en Ontario et au Manitoba (projet de normes) parlent de concertation, de la formule collégiale et le travail d'équipe pour planifier le placement; ils précisent le besoin de désigner du personnel des services sociaux pour s'occuper principalement de la formation et de la promotion du regroupement de familles d'accueil.

2.7.3 Normes relatives à l'orientation et à la formation

Les manuels de normes du placement en famille d'accueil exposent parfois les attentes et les lignes directrices en ce qui a trait à l'orientation et à la formation:

- Le manuel de normes de la Nouvelle-Écosse souligne la responsabilité des organismes quand il s'agit d'accréditer les familles d'accueil et d'assurer par la suite leur formation permanente. Il propose de remettre aux familles d'accueil des certificats qui reconnaissent qu'elles ont pris part aux programmes éducatifs. L'initiation des familles d'accueil ou leur formation en cours de service ne sont obligatoires ni dans les organismes d'aide à l'enfance ni dans les bureaux de district provinciaux.

- Le manuel du Québec préconise la nécessité d'offrir des programmes d'initiation et de formation pour les familles d'accueil même si aucun n'est obligatoire pour l'instant.

- Le manuel des services familiaux de la Saskatchewan laisse entendre que chaque région aura des programmes officiels de formation pour les postulants et pour les familles d'accueil en service, même s'il n'y a pas de programmes de formation obligatoires (à ce jour).

- En Colombie-Britannique, la politique établie exige l'initiation préalable au service, mais cela n'est pas toujours obligatoire. Une ligne de conduite visant l'initiation obligatoire avant l'acceptation est appliquée dans deux régions seulement.

- Au Manitoba, il n'y a pas de programmes de formation obligatoire en oeuvre pour l'instant, mais les normes provisoires de 1981, relatives aux services pour les familles d'accueil à l'enfant, énoncent ce qui est attendu des organismes de service social en matière d'évaluation, d'acceptation, d'initiation et de formation.

- Les normes et directives provisoires de l'Ontario visant les organismes de placement en famille d'accueil donnent le cadre de travail et proposent des méthodes permettant de préparer et de soutenir les familles d'accueil. L'initiation obligatoire préalable au service est chose courante à la Société d'aide à l'enfance du Grand Toronto, au Centre de services aux familles et aux enfants de la région de Niagara et à la Société d'aide à l'enfance de Renfrew, qui constituent un échantillon des organismes étudiés.

- En Alberta, le manuel des programmes d'aide à l'enfance précise les cours d'orientation obligatoires pour les familles d'accueil durant les trois premiers mois de leur acceptation.

- Au Nouveau-Brunswick, la région de Fredericton est actuellement la seule qui a mis sur pied un programme d'initiation obligatoire aux familles d'accueil avant leur acceptation. L'élaboration d'un manuel distinct pour les normes de placement en famille d'accueil est maintenant à l'étude.

En somme, les programmes d'orientation obligatoire ne sont pas généralisés. On les trouve dans deux régions de la Colombie-Britannique, dans l'ensemble de la province de l'Alberta, dans le Grand Toronto, dans la région de Niagara et à Renfrew en Ontario, à Fredericton au Nouveau-Brunswick. La formation obligatoire en cours de service dans le cadre d'autres programmes que les programmes spécialisés qui ont trait aux différentes solutions au placement en famille d'accueil (par exemple, le conseiller parental, le thérapeute parental) n'existe pas dans la pratique.

De quelque manière qu'on aborde la question, la formation des familles d'accueil est encore vue comme un "processus d'écrémage", et partout les organismes de placement suscitent les familles d'accueil (éventuelles, nouvellement accréditées aussi bien qu'expérimentées) à assister aux ateliers et aux séances de groupes.

2.7.4 Adaptation des modèles didactiques

Évidemment, les trois grands modèles américains - celui de l'Université Eastern Michigan, celui de NOVA et celui de la C.W.L.A. - ont influencé le milieu canadien. Ces dossiers de formation sont en voie d'être adaptés et mis en usage dans bien des régions du Canada. Dans certains cas, le matériel est acheté et adapté en totalité ou en partie.

Plusieurs centres de services sociaux, notamment le Centre des services aux familles et aux enfants de la région de Niagara et la Société d'aide à l'enfance de Kenora, ont embauché à contrat les moniteurs de l'Université Eastern Michigan et de NOVA pour diriger des programmes particuliers et pour aider à définir les systèmes de formation des familles d'accueil.

Là où les modèles didactiques ont été mis au point pour répondre aux besoins régionaux, ils ont été adaptés ou encore combinés avec d'autres du genre Train the Trainer, P.E.T. ou S.T.E.P.

En général, les principes de planification et d'organisation par "réseaux" appliqués en vertu des modèles de l'E.M.U., de NOVA et de la C.W.L.A. ont été adaptés ici et, d'une manière accessoire, en Angleterre. Ces modèles ont comme base un engagement à travailler en équipe, travail de collaboration entre les associations de familles d'accueil, les responsables de l'épanouissement du personnel, les gérants de programmes, le personnel intéressé dans les collèges et universités, et les spécialistes dans le domaine. L'opération formation des familles d'accueil menée par les collèges communautairs de la Californie constitue un autre intéressant modèle; le réseau avait été étendu pour englober les garderies familiales ordinaires autorisées dans les programmes dispensés entre 1974 et 1979.

2.7.5 Programmes d'orientation normalisés et lien avec un système général

Là où une concertation ou un protocole d'entente a été établie entre l'appareil de service social, le système d'associations des familles d'accueil, le système de collèges communautaires ou d'universités, comme au Québec, en Colombie-Britannique et en Alberta, les programmes d'initiation concrétisés et normalisés deviennent vite une réalité.

- En Alberta, les coordonnateurs régionaux de la formation des familles d'accueil ont préparé un manuel de base qui a été terminé en septembre 1982. Le manuel traite à fond de 13 sujets distincts. Chaque partie s'accompagne d'un guide documentaire qui comprend: des questions à étudier, des exercices à faire dans le cadre de discussions, des suggestions au sujet des publications et des films et une bibliographie, qui propose des techniques d'enseignement pour adultes. La mise en oeuvre d'un programme d'initiation obligatoire dans les trois mois suivant la date d'approbation est en cours.

- Au Québec et en Colombie-Britannique, un réseau solide de comités mixtes a été établi. Les deux réseaux sont à la veille d'atteindre leur objectif, qui est de mettre au point un programme uniformisé pour la préparation des familles d'accueil, lequel, en tant qu'ensemble didactique, peut être facilement adapté par les services sociaux régionaux et les associations de familles d'accueil.

- L'harmonisation avec un système général (le CEGEP ou le collège communautaire), pour prévoir, élaborer et mettre en oeuvre un programme normalisé (dès 1981) est réalisée dans les trois provinces précitées et est maintenant préconisée en Saskatchewan.

- Le collège communautaire du Nouveau-Brunswick, même s'il n'a pas pris part à l'élaboration du programme de formation ni ne l'a dispensé, offre une attestation pour les cours donnés par la voie du système de service social depuis 1979.

- En Ontario, parmi les organismes échantillonnés, la Société d'aide à l'enfance du Grand Toronto et son association de familles d'accueil sont "prochement" reliées au collège communautaire George Brown pour orienter et accréditer les familles d'accueil. De même, le Centre de services aux familles et aux enfants d'Oxford songe maintenant à demander une aide semblable à une collectivité voisine.

2.7.6 Objectif général des programmes d'orientation

Les cours d'orientation sont généralement donnés dans une série de modules successifs, surtout lorsque l'initiation est une condition obligatoire. Il semble qu'on ait davantage recours aux modules à plusieurs unités lorsque le centre de services sociaux n'a pas de processus d'initiation prévu systématiquement, auquel cas l'atelier ou la séance collective sont regardés à la fois comme de l'initiation et de la formation en cours de service.

Les méthodes d'instruction et le modèle du programme varient considérablement. Dans les cas où le processus n'est pas uniformisé, ce sont les intéressés qui rassemblent le matériel et organisent une séance sans formalités. Lorsque le processus est plus officiel, les instructeurs, les moniteurs ou les animateurs élaborent un plan des objectifs et des techniques didactiques pour chaque séance, et se fixent des buts précis. Il y a, par exemple en Nouvelle-Écosse, une exigence de la province qui oblige le centre de services sociaux à tenir à jour un rapport sur les programmes éducatifs prévus, de même que des rapports d'assistance de le part des familles d'accueil.

En général, la formule reste simple - un exposé, une projection audio-visuelle, une période de questions et de réponses ou une discussion en table ronde.

Les méthodes didactiques varient aussi selon les antécédents et le degré de compétence du moniteur ou de l'animateur. Les principes d'apprentissage chez les adultes sont considérés comme essentiels, et ils sont incorporés au programme de planification surtout quand des comités de travail mixtes officiels ont été formés dans le but de finir par uniformiser les programmes dans la province.

Les animateurs de séances sont habituellement des travailleurs des services de placement en famille d'accueil ou une équipe du personnel; les parents d'accueil sont très rarement invités à co-animer les séances, et ils doivent en ce cas posséder une compétence spéciale, ou encore avoir suivi un cours d'animation. Au Québec, c'est le personnel des collèges communautaires qui se charge de l'instruction.

L'initiation porte sur un vaste ensemble de sujets de première importance. En voici des exemples:

- La croissance et le développement de l'être humain.
- L'éducation de l'enfant (discipline, conduite, techniques d'intervention préventive ou éducative).
- Les rôles, responsabilités et attentes des familles d'accueil.
- Le choc de la séparation et la famille naturelle (processus de deuil).
- La famille d'accueil et le centre de services sociaux (rôle du travailleur social).
- Les genres d'enfants placés.
- Les effets de l'arrivée de l'enfant placé sur la dynamique actuelle et future de la famille.
- Les responsabilités juridiques et les lignes directrices du programme.
- Le rôle de l'association des familles d'accueil.

Beaucoup se servent du document de l'E.M.U. intitulé Issues in Fostering, ou de celui de la C.W.L.A., Introduction to Fostering, comme ouvrage de base ou comme guide de l'animateur. Dans certains cas, le matériel est largement employé, alors que dans d'autres il est adapté et modifié de manière à traduire les besoins régionaux et la philosophie du centre.

Les deux films les plus populaires et les plus fréquemment utilisés seraient d'abord Somebody talk to Me (cinq enfants placés en famille d'accueil se confient), et Don't Condemn Me Until You Know Me (cinq parents naturels parlent), l'un et l'autre réalisés par la C.W.L.A.

Voici les articles qui ont été le plus souvent reproduits comme documentation à remettre ou publiés dans les bulletins des associations de familles d'accueil et les manuels de la famille d'accueil, pour guider les nouvelles familles d'accueil:

- Only People Cry, récit d'Alice Winter, et
- The Foster Child's Three Sets of Parents, de Mary Riestroffer.

Le matériel audio-visuel préparé par des Canadiens et portant sur la situation canadienne sert souvent. Il s'agit des films suivants:

- The Foster Care Program (Le Programme de placement d'accueil) - Nouveau-Brunswick.
- Parents for Awhile - Alberta.
- Quelque par ... en attendant - Québec.

2.7.7 Formation en cours de service

Souvent les possibilités de formation dépendent de l'intérêt de même que de l'initiative du personnel, et de l'existence des ressources auxiliaires. Que cela se fasse sur une base personnelle (au cours de l'étude de la famille d'accueil ou du processus de supervision), en groupe (séances préalables au placement), ou encore d'une manière très élaborée (série télévisée), un processus de formation se manifeste, même s'il ne satisfait complètement ni les planificateurs des programmes ni les familles d'accueil elles-mêmes.

En général, les mêmes observations s'appliquent aux programmes d'initiation et aux programmes de formation en cours d'emploi pour ce qui est du modèle, de la mise en oeuvre et des moniteurs.

— Au Canada, les programmes de formation en cours d'emploi portent généralement sur les sujets suivants:

- Questions pratiques dans le placement d'accueil.
- Quoi faire si l'enfant ment, vole ou a l'esprit de destruction?

- Cours de formation des animateurs.
- L'expression de la sexualité dans l'enfance, et l'orientation du développement sexuel de l'enfant placé en famille d'accueil.
- Nos enfants et l'alcool - comment faire face au problème?
- Le travail auprès des familles naturelles.
- Les enfants qui ont des difficultés d'apprentissage.
- L'assurance-placement d'accueil et le tribunal.
- L'enseignement transculturel.
- La mère adolescente en famille d'accueil.
- Comment parler de la sexualité.
- L'intervention rapide et le syndrome d'alcoolisme foetal.
- Les enfants maltraités.
- Le programme de sécurité (contraintes pour les enfants) et les produits dangereux.

Divers autres modèles et méthodes de formation sont offerts:

- Le modèle dit Train the Trainer (Former le moniteur) a été adapté en Alberta, notamment à Edmonton et Calgary. Au Nouveau-Brunswick, ce modèle sert de principal moyen de formation depuis 1979. Le programme est donné une ou deux fois par année selon les besoins des régions. Il est conçu pour faire un usage logique des modules de formation dans la province, c'est-à-dire que l'agent du développement des ressources humaines reste l'animateur clé, ce qui assure une meilleure continuité et une plus grande cohérence avec le programme de formation. Il est arrivé à l'occasion que les travailleurs sociaux et les principales familles d'accueil participent à titre de co-moniteurs. À l'Île-du-Prince-Édouard, le coordonnateur, les enfants placés et l'agent de perfectionnement du personnel du ministère des Services sociaux ont élaboré, il n'y a pas longtemps, quatre modules suivant la formule de "Former le moniteur". La faculté d'éducation de l'Université de Regina commençait à donner, au début de 1983, un programme de "Former le moniteur" unique en son genre à un étudiant du premier cycle qui a appris dans ce cadre à former un groupe auxiliaire de familles d'accueil.

- Dans les Territoires du Nord-Ouest, des cours de perfectionnement du personnel et des cours pour les familles d'accueil sont donnés régulièrement, par le moyen d'activités telles que le cours sur le soin des enfants destiné aux nouveaux travailleurs des services à l'enfance (Statutory Appointment Workshop), qui est offert par l'entremise de l'Université de Victoria, division de l'extension, et le cours sur les méthodes de guider le comportement chez l'enfant (Differential Discipline) (Université de Lethbridge). Différents cours sur la manière de guider le comportement de l'enfant, la nutrition et le syndrome d'alcoolisme foetal, notamment, sont donnés par l'intermédiaire de l'Association pour les adultes et les enfants ayant des difficultés d'apprentissage de Yellowknife.

- En Saskatchewan et en Alberta, le ministère des Services sociaux de chacune des provinces s'est mis en rapport avec l'American Humane Society pour donner des cours au personnel de l'aide à l'enfance et de la protection de l'enfance. Les programmes ne sont toutefois pas conçus pour faire ressortir la dynamique particulière du placement d'accueil.

- En Colombie-Britannique, une série de trois émissions télévisées d'une heure fournit des occasions d'apprendre aux familles d'accueil et aux travailleurs des services de placement d'accueil de toutes les parties de la province. Cette initiative de première importance en matière de formation a été réalisée et lancée par le comité mixte de service aux familles d'accueil de la Colombie-Britannique en mai 1982, à l'aide du satellite de transmission en direct du réseau Knowledge (KNOW). Des activités locales incorporant les émissions télévisées ont été organisées et annoncées à la plupart des centres de réception KNOW partout dans la province. Une partie des émissions consistait à capter en direct la réaction des différents centres communautaires participants. Les centres intéressés avaient reçu à l'avance la documentation connexe. Cette documentation pouvait servir de base de discussion pour les groupes locaux qui recevaient le programme. Une liste des responsables locaux du ministère des Ressources humaines, de la Fédération des associations de familles d'accueil et des services d'éducation permanente des collèges communautaires et des écoles de district a été remise aux participants, pour les inciter à travailler ensemble à organiser et à annoncer les activités locales en matière de formation qui doivent suivre les émissions télévisées.

- La première série mise au point traite des effets de la séparation et des nouveaux comportements (Effects of Separation and Emerging Behaviours).

- Une deuxième série télévisée à l'automne 1982 porte sur la manière de réagir au comportement de l'enfant placé (Responding to Behaviours of Foster Children).

- La troisième série est en préparation et porte sur le placement d'accueil pour l'enfant victime d'abus sexuel (Fostering the Sexually Abused Child).

Les émissions sont enregistrées et mises à la disposition des familles d'accueil, du personnel du Ministère et des collèges dans toute la province.

o Il est aussi important de se rappeler que lorsque des programmes qui portent sur les solutions au placement, par exemple, les grappes de familles d'accueil (Services à l'enfance et à la famille du comté d'Oxford, en Ontario), le programme des thérapeutes parentaux de l'hôpital Chedoke McMaster de Hamilton (Ontario), et le programme des conseillers parentaux (Alberta) existent, ils ont tous une composante de formation de base.

Pour avoir d'autres détails au sujet de la variété des activités de formation qui entrent dans les programmes organisés à l'échelon local, il est conseillé d'examiner le volume III.

2.7.8 Évaluation du programme d'initiation et de formation

Dans l'ensemble, quand des programmes de formation en cours d'emploi sont dispensés, l'évaluation est faite après chacune des séances en atelier. Les planificateurs du programme examinent les évaluations, après quoi les changements appropriés sont apportés au calendrier ou au modèle des programmes.

Mais en Alberta plus précisément, où le manuel d'initiation de base a été instauré, c'est un système permettant de transmettre la réaction officieuse et la réaction formelle de l'usager de l'évaluation aux coordonnateurs de la formation des familles d'accueil, qui est en usage. Les coordonnateurs font ensuite un rapport de la réaction au comité provincial qui surveille, révise et actualise l'information en conséquence.

— Le catalogue documentaire préparé en Colombie-Britannique contient une feuille détachable pour donner les observations et la réaction. Les réactions sont transmises par le moyen du réseau que constituent le personnel du Ministère et les conseils régionaux; la Fédération des associations de familles d'accueil de la Colombie-Britannique insère aussi dans son bulletin une feuille détachable et elle a des formulaires d'évaluation officielle des ateliers.

En Saskatchewan, le comité mixte de formation des familles d'accueil recommande de remplir une feuille d'évaluation en bonne et due forme après chaque séance principale.

Au cours de la période de septembre 1976 à septembre 1979, une recherche a été menée par le Centre de services sociaux du Montréal métropolitain. Par ailleurs, l'Université du Québec a effectué une évaluation officielle du programme de formation dispensé aux familles d'accueil et a par la suite publié un rapport en mars 1980.

Le programme "Former le moniteur" mis en oeuvre au Nouveau-Brunswick a donné lieu à un ensemble de mesures d'évaluation: examen avant et après pour les travailleurs sociaux, séances de rapports suivies deux fois par semaine, formulaire d'évaluation pour chaque module terminé, évaluation fortuite (par le moyen d'une simple réaction transmise au personnel et à l'association de familles d'accueil), et séance de rappel.

À ma connaissance, les mesures d'évaluation scientifiques n'ont pas été élaborées au Canada selon les mêmes normes qu'aux États-Unis. Dans ce dernier pays, des travaux tels ceux de l'Université de la Pennsylvanie (Pennsylvania State University Project) ont permis de définir des techniques d'évaluation de longue portée. Voici quatre méthodes qui ont été mises au point:

- Mesures de la sensibilité à l'égard des enfants (Alternate forms of sensitivity to children measure - STC), Stolack, 1968.
- Enquête sur la réponse parentale (Parenting response survey), Guerney, L. Wolfgang et Guerney, B., 1978.
- Échelle d'acceptation parentale (Porter Parental Acceptance Scale - PPAS), Porter, 1954.
- Questionnaire sur l'opinion des familles d'accueil au sujet de la perception et de la compétence.

Il faudra de toute évidence une évaluation de longue portée des programmes mis en oeuvre au Canada. Il est à signaler que les planificateurs de programme mettent au point des outils d'évaluation au fur et à mesure de leur travail.

2.7.9 Matériel de formation canadien

- Manuel de formation T.R.U.S.T. (documentation éducative sur la manière de comprendre, d'aider et d'élever les enfants maltraités). Ce manuel a été préparé en mars 1979, dans le cadre d'une série de cours de base intitulée "Training Programs for Children's Aid Societies on Child Abuse", à l'intention du ministère des Services communautaires et sociaux de l'Ontario, et il s'accompagne de sept volumes didactiques ayant trait à l'enfance maltraitée.

- Techniques d'éducation des enfants en famille d'accueil - Ensemble de modules que prépare le Collège de Victoriaville, au Québec, en collaboration avec la Fédération des familles d'accueil et le ministère des Affaires sociales. Les deux premiers modules, qui portent sur le développement de l'enfant et l'éducation des enfants, ont été terminés en 1982.

- Manuel "Train the Trainer" - Le manuel, destiné aux moniteurs des familles d'accueil du Nouveau-Brunswick, a été terminé en octobre 1982. Le programme, qui prend la forme d'un cours de deux ou trois jours, permet d'acquérir des techniques d'enseignement pour adultes et fournit des possibilités de les mettre en pratique, dans le but d'aider l'animateur à se sentir à l'aise dans son rôle d'éducateur.

- Manuel d'initiation de base - Le manuel, auquel il est fait allusion précédemment, a été préparé par le ministère des Services sociaux et de la Santé communautaire de l'Alberta en septembre 1982.

- Répertoire de ressources - Il s'agit d'un répertoire de 80 pages, établi par le Comité mixte des programmes de service aux familles d'accueil de la Colombie-Britannique, à titre de guide de référence à l'intention des moniteurs et des familles d'accueil. L'ouvrage énumère le matériel qui a trait au placement en famille d'accueil, notamment les livres, les manuels de formation, les périodiques, les documents, les articles et les médias qui portent sur une variété de sujets: rôle de la famille d'accueil et rôle des parents naturels, communication, parentalité, conscience de soi, interaction et rapports avec le milieu, règles et lignes de conduite visant le placement d'accueil, enfants qui ont des besoins spéciaux, normes professionnelles. La première édition de ce répertoire très exhaustif a été terminée en décembre 1982 et envoyée aux bureaux régionaux en janvier 1983.

- Manuel d'organisation - Le manuel est destiné aux associations de familles d'accueil de la Colombie-Britannique, pour les aider à développer les associations à l'échelon local et à l'échelon régional. Il porte sur la structure d'organisation, la composition, les descriptions de tâches dans le cas des membres du bureau, les moyens de garder vivante une association, les modalités d'administration, et autres points du genre.

- Matériel sur les populations autochtones - "Taking Care of Our Own" - film réalisé par la société Bortnik Film Productions et commandité par le Centre de services aux enfants et aux familles Dakota-Ojibway (Dakota-Ojibway Child and Family Services). Le film montre un père et une mère indiens qui parlent de l'adoption de leurs enfants, des événements entourant l'ordonnance du tribunal qui permet au centre de services sociaux de trouver des parents adoptifs pour ces enfants.

  - "The School at Mopass" - livre écrit par Richard King, professeur à l'Université de la Colombie-Britannique, qui décrit la lutte menée par les populations autochtones du Yukon pour essayer de faire revivre leur patrimoine culturel. Publié par Holt, Rinehart et Winston.

2.7.10 Points saillants des réalisations actuelles dans les provinces

Québec - Cours sur la formation des familles d'accueil, que prépare actuellement le CEGEP de Victoriaville. Les deux premiers modules étaient prêts à offrir en mars 1982. Les cinq autres modules de l'ensemble doivent porter sur les sujets suivants:

- Psycho-sociologie de la famille
- Facteurs d'adaptation et d'insertion à la famille
- Alimentation et Nutrition
- Information légale et sociale
- Animation et activités développementales
- Introduction à l'enfant inadapté
- Sexualité et Drogues
- La délinquance - tout un défi
- La déficience et l'autonomie

Ontario - "The Foster Care Research Project". Il s'agit d'une étude de recherche de deux ans sur les usages et les structures appliqués dans le domaine du placement en famille d'accueil en Ontario, dont le rapport final, qui constitue un guide de mise en oeuvre, sera publié sous peu. Les résultats de l'étude aideront les centres de services sociaux à déterminer le meilleur moyen de structurer, de gérer et de desservir les enfants placés en familles d'accueil de manière qu'ils répondent vraiment aux besoins de ceux qui travaillent dans ce domaine. Ce rapport servira de complément au document qui porte sur le projet de normes et directives sur le placement en famille d'accueil.

Manitoba - Matériel documentaire portant sur la carence maternelle, le manque de développement, le syndrome d'alcoolisme foetal, les mauvais traitements chez l'enfant et le matériel audio-visuel destiné à renseigner le public. Il sera tenu compte des éléments qui touchent les populations autochtones dans la préparation de ce matériel, et dans l'élaboration des directives relatives au placement d'enfants destinées aux organismes d'aide à l'enfance et aux bureaux régionaux. (Quoi faire et quoi éviter au moment d'un premier placement).

Alberta - Cours de quatre jours à l'intention des travailleurs des services de placement en famille d'accueil et des services d'adoption, préparé par un comité directeur mixte composé de représentants du ministère des Services sociaux et de la Santé communautaire de l'Alberta (Division du programme de perfectionnement du personnel et des services à l'enfance), de l'Université de l'Alberta et du collège Grant McEwan. Le cours doit porter sur la dynamique familiale, la famille en tant que système auxiliaire, les techniques d'entrevue pour les adultes et pour les enfants, l'approche écologique appliquée à l'évaluation des familles, et les règles pratiques pour refuser les candidats.

Colombie-Britannique - Manuel codifié normalisé portant sur l'orientation des nouvelles familles d'accueil. Le travail est en cours dans le cadre d'un marché passé avec le collège communautaire Douglas. Dans la série de profils préparée à l'intention des familles d'accueil, des travailleurs des services de placement en famille d'accueil et des travailleurs des services à la famille, le quatrième doit porter sur les aptitudes à assumer les rôles professionnels dans le placement en famille d'accueil.

Nouvelle-Écosse - Série de films sur l'aide à l'enfance (placement en famille d'accueil compris) en préparation pour le ministère des Services sociaux, dans le cadre d'un marché proposé avec un réalisateur indépendant.

Île-du-Prince-Édouard - Manuel "Former le moniteur" auquel mettent la dernière main le coordonnateur des services aux enfants placés et l'agent du perfectionnement du personnel, au ministère de la Santé et des Services sociaux. Les modules en quatre parties porteront sur les notions de formation des adultes, sur la manière de déterminer les ingrédients qui pourraient mettre les familles d'accueil dans un état positif pour apprendre, sur la préparation des participants, sur l'usage du schéma pour atteindre les objectifs visés par la formation.

Saskatchewan - La province espère établir des comités mixtes provinciaux et régionaux composés de représentants des associations de familles d'accueil et de membres du personnel des services sociaux (dont ceux de la Direction générale de la formation), qui seraient chargés de prévoir et d'organiser un système normalisé pour desservir les programmes éducatifs. Un cours de base comprenant cinq séances est préconisé. On envisage la possibilité d'accorder des stimulants financiers rattachant le coût d'entretien à l'assistance aux cinq modules de base au complet.

2.7.11 Points saillants des recherches en cours

La Direction des subventions nationales au bien-être, du ministère de la Santé nationale et du Bien-être social, subventionne les recherches qui peuvent se répercuter d'une manière générale sur les praticiens des services de placement en famille d'accueil. En voici trois:

- o Comment vérifier le rendement d'une formule basée sur les systèmes pour placer les enfants dans les familles d'adoption et dans les familles d'accueil.

  - La recherche est menée par madame Joyce Cohen et madame Ann Westhues, sous la direction de la factulté de service social de l'Université de Toronto.

- o La direction à donner à l'enseignement du service social aux Indiens et aux autochtones au Canada.

  - Il s'agit d'une étude et d'une démonstration des stratégies pour le changement réalisées par l'intermédiaire de la section de la recherche en administration sociale, à la faculté de service social de l'Université de Regina. Monsieur Harvey Stalwick et madame Lavina Bitternose sont chargés des travaux.

o Formation préalable au travail

- L'étude, parrainée par la Société d'aide à l'enfance du Grand Toronto, a pour but de vérifier le rendement d'un programme de six mois de formation préalable à l'emploi pour les nouveaux travailleurs des services d'aide à l'enfance qui manquent d'expérience.

- Un rapport final de l'étude est en préparation et la rédaction d'un manuel de formation est amorcée sous la direction de Nancy Falconer, directrice du projet de formation.

2.8 CONCLUSIONS GÉNÉRALES

2.8.1 Sensibilisation du public et campagne d'information

À peu près la moitié des provinces et territoires ont parrainé ou parrainent tous les ans une Semaine de la famille d'accueil. La remise des prix et des attestations aux familles d'accueil se fait d'habitude à l'occasion d'un événement qui se déroule au cours de cette semaine.

Au Québec, à la suite d'un processus de nomination et de sélection, un prix de reconnaissance est remis au parent d'accueil de l'année.

Grâce à la concertation et à la coopération qui existent entre les directeurs de l'aide à l'enfance, les provinces de l'Atlantique ont adopté des formules analogues pour la semaine des familles d'accueil. Ils souhaitent de coordonner l'initiative et d'organiser la semaine en même temps dans chacune de ces provinces à l'avenir.

En Nouvelle-Écosse, le ministère des Services sociaux prépare, depuis 1980, des thèmes spéciaux et une série de documents audio-visuels pour sa campagne annuelle de sensibilisation du public. À différents slogans - "partager sa vie avec un enfant" ou " donner une chance à un enfant", sont venus s'ajouter un diaporama sur le placement en famille d'accueil et des bandes musicales enregistrées intitulées "We are one" et "We are Children".

Le Territoire du Yukon a préparé une brochure ("Room for One More") qui a été remise avec les chèques des fonctionnaires dans un effort pour aider à faire mieux connaître les besoins du placement en famille d'accueil dans le Nord.

Dans les Territoires du Nord-Ouest, des brochures et des affiches en anglais et en inuit (où se trouvaient des morceaux dans les quatres langues dénées les plus parlées) caractérisent les efforts tentés pour sensibiliser le public et stimuler le recrutement.

Réunir la myriade de documents novateurs sur le recrutement qui existent au Canada serait en soi une entreprise captivante. Il conviendrait sans doute que ce matériel soit mis en commun partout au Canada.

2.8.2 Profil des enfants placés

Il est inutile de faire des observations au sujet du nombre des enfants placés puisque les coordonnateurs des services de placement en famille d'accueil aussi bien que les statisticiens nous préviennent que les méthodes de rapport et de réunion des données appliquées dans les provinces et les territoires sont pour la plupart peu fiables à l'heure actuelle. Presque tous disent espérer que les systèmes intégrés de gestion pourront être améliorés. La Nouvelle-Écosse dit avoir révisé et unifié récemment un formulaire statistique dont se serviront les bureaux régionaux et les centres d'aide à l'enfance pour aider à recueillir les données avec exactitude.

Huit provinces ont pu établir deux tendances relatives aux enfants placés: les enfants à placer sont plus perturbés (ils sont décrits comme inadaptés sur le plan affectif, troublés sur le plan comportemental et violents sur le plan verbal), et, il y a un besoin urgent de foyers pour les adolescents presque partout.

2.8.3 Élaboration de modèles de soin substituts

L'enquête a révélé l'existence d'activités semblables dans le domaine. L'étude et les entrevues ont facilité la concertation, l'orientation et le renouvellement des connaissances chez les homologues provinciaux. Certains programmes pourront avoir de l'intérêt pour le lecteur:

- Différentes formules de soin sont envisagées pour les adolescents - La Société d'aide à l'enfance du comté de Colchester (Halifax) et le ministère des Services sociaux du Nouveau-Brunswick explorent de part et d'autre l'adaptation du programme de conseillers parentaux (Alberta) qui serait combiné au programme de thérapeutes parentaux de l'hôpital Chedoke McMaster.

- Un village d'enfants (SOS Children's Village) devrait ouvrir en mai 1983 à Margaretville, en Nouvelle-Écosse. Le ministère des Services sociaux s'est engagé à assurer des services de consultation et à collaborer en vue de la mise en oeuvre du modèle européen - projet en cours depuis 1980. Dernièrement les responsables du village ont fait de la publicité dans l'Est du Canada afin de trouver des "mères" à embaucher dans le cadre du programme. Ces femmes seraient préparées par le moyen du cours de développement de l'enfant dispensé au Teachers College de Truro.

- Le programme de conseillers parentaux de l'Alberta est actuellement remanié de manière qu'il corresponde aux programmes généraux en matière de placement en famille d'accueil et qu'il réponde aux besoins des jeunes enfants.

- L'adoption du modèle de grappes de familles d'accueil mis en oeuvre par le Centre de services aux enfants et à la famille du comté d'Oxford, en Ontario, est à l'étude actuellement à Owen Sound, à Chatham, dans le Grand Toronto et dans le comté de Grey, dans cette province. La création de groupes en grappes ou de systèmes satellites est aussi envisagée à l'Île-du-Prince-Édouard.

- Même si le programme de thérapeutes parentaux de l'hôpital Chedoke McMaster, institué par l'intermédiaire du Centre de l'enfant et de la famille de l'établissement à Hamilton, en Ontario, s'est terminé à l'été 1981, les responsables mènent actuellement une étude de suivie de dix ans sur les enfants placés dans ce cadre.

- L'Association pour les déficients mentaux d'Oshawa et du district (Ontario) met en oeuvre un programme de soins résidentiels personnalisés. La famille associée, un parent salarié, est tenue de travailler de près avec la famille naturelle et le personnel du centre de services sociaux. Le programme, qui regroupe des enfants de six à dix ans montrant de graves difficultés comportementales, physiques ou médicales, a pour but d'assurer un placement de longue durée dans un cadre résidentiel. Celui-ci offre un milieu familial où les programmes d'acquisition des connaissances et de maîtrise du comportement pourront être axés sur les besoins personnels de l'enfant, tout le gardant dans son milieu et en contact fréquent avec la famille naturelle.

Un examen des rapports provinciaux fournira plus de détails au sujet de cette question.

2.8.4 Services de placement en famille d'accueil pour les enfants indigenes

Le Conseil canadien de développement social a publié récemment un rapport intitulé "Native Children and the Child Welfare System". L'auteur, Patrick Johnston, ancien analyste des politiques sociales auprès du Conseil, ~~expose~~ les faits et l'origine de la controverse qui existe au sujet des services sociaux destinés aux enfants autochtones. Il explique les questions de compétence et présente les données actuelles émanant des provinces et des territoires au sujet des services aux enfants autochtones dans l'appareil d'assistance sociale.

Le Conseil des Indiens du Yukon a amorcé des recherches dans le cadre d'une éventuelle loi sur l'aide aux enfants indiens. L'organisme a présenté dernièrement au gouvernement du Yukon des recommandations qui portent sur les révisions à la Loi sur les services sociaux à l'enfance, relativement aux questions telles que les adoptions sur mesure.

Les participants rencontrés en entrevue en Colombie-Britannique, au Manitoba et au Yukon, qui étaient d'origine autochtone ou qui assuraient des services de consultation aux groupes autochtones, ont souvent fait état de la nécessité que le public et les décisionnaires de l'État reconnaissent et respectent les diversités culturelles, ethniques et religieuses qui existent parmi les populations autochtones.

2.8.5 Profil des familles d'accueil canadiennes

Le nombre officiel des familles d'accueil accréditées dans tout le Canada est d'à peu près 31 000; il varie selon les régions, et on compte par exemple 80 familles dans les Territoires du Yukon comparé à 14 000 au Québec.

Au sujet du portrait type de parents d'accueil on dit qu'ils se voient encore généralement comme des "citoyens de deuxième classe" et beaucoup ont peur de "faire de la publicité" sur leur situation comme tels en raison des réactions négatives du milieu. D'autres ont l'impression que le rôle des familes d'accueil est en général mal compris (on parle d'enfants orphelins, d'enfants qui sont une corvée à garder, de gens qui ne pensent qu'à faire de l'argent) et confondu avec le rôle des parents d'adoption et celui des membres du Plan de parrainage international.

Si les représentants des associations de familles d'accueil ont exprimé l'avis que les familles d'accueil se voient comme "Collaborateurs des centres de services sociaux", "un lien important ou une partie de l'équipe", et les parents d'accueil, comme des "collègues", ils ont aussi prévenu que ce sont pas toutes les familles d'accueil qui pensent ainsi. Ils ont parlé des difficultés à atteindre les membres non actifs des associations, qu'on croit en général être des familles qui gardent des enfants en placement depuis longtemps. Ces familles s'opposent habituellement à l'idée de jouer un rôle actif dans les associations locales, elles craignent en général de dire ce qu'elles pensent de peur de perdre les enfants qui leur sont confiés et ont tendance à sentir l'humiliation du placement en famille d'accueil à cause de l'intervention fréquente des travailleurs sociaux dans le foyer. De même, les représentants des centres de services

sociaux ont dit que les travailleurs sociaux et les superviseurs se sentent souvent menacés du fait d'avoir à prendre les décisions et à établir les plans en commun avec les familles d'accueil; ils répugnent parfois à faire face aux exigences croissantes des associations de familles d'accueil, et il leur arrive d'en avoir franchement peur. L'acceptation de la notion de travail d'équipe ou de concertation ne se fait pas sans qu'il y ait beaucoup de controverse!

La question du "statut professionnel" a donné lieu à un débat intéressant entre les groupes interrogés. Des provinces signalent un net changement par rapport à la perception des rôles classiques. Les parents semi-professionnels, professionnels ou salariés constituent une nouvelle tendance surtout dans le domaine de l'accueil des enfants qui ont des besoins spéciaux: enfants handicapés sur le plan physique et médical, enfants déficients sur le plan mental, enfants perturbés et adolescents. Les nouvelles stratégies qui permettront de faire face au phénomène se traduisent en conséquence au moment d'étudier les demandes des familles d'accueil, le travail de recrutement et les structures de pensions quotidiennes à l'acte (Colombie-Britannique, Alberta, Manitoba et Ontario). D'autres provinces (Ile-du-Prince-Édouard, Nouveau-Brunswick, Québec et Territoires du Nord-Ouest) disent au contraire que rien n'a changé, et que l'idée des soins bénévoles, qui existe depuis toujours, est fermement avérée dans leurs régions.

Même la majorité des familles d'accueil représentent de toute évidence des couples qui ont près de 40 ans ou plus, des cols bleus ou des familles de la classe moyenne. On s'entend unanimement pour dire que les postulants sont maintenant en général plus jeunes (ils sont dans la vingtaine et la trentaine), qu'ils ont plus de scolarité, qu'ils savent s'affirmer, et qu'ils sont plus disposés à s'engager pour des placements de courte durée. Ils exigeraient davantage de soutien et de formation. À la connaissance de l'auteur, deux études démographiques sur les familles d'accueil ont été réalisées ces dernières années: celle de la firme Market Facts of Canada commandée par le ministère des Services communautaires et sociaux de l'Ontario en 1979, et une plus récente menée en Alberta.

Les participants de la Colombie-Britannique ont signalé un phénomène intéressant qu'ils appellent "chemin ou carrière du soin des enfants dans la famille", c'est-à-dire que le donneur de soins tend à alterner entre service de placement d'accueil, d'auxiliaire familial, de garderie, de garderie familiale et d'aide à la famille - ils passent d'un à l'autre. La formation reçue et les connaissances acquises ne sont donc pas perdues.

2.8.6 Associations de familles d'accueil

Établissement des associations - Il y a une association provinciale dans toutes les provinces; les Territoires du Nord ont une association officielle mais il n'y en a pas encore au Yukon. Aucune des associations ne représente la majorité des familles d'accueil accréditées dans la province; au mieux, entre 10 et 30 pour cent des familles d'accueil en font partie. Des associations de familles d'accueil autochtones ont été formées sur les réserves de Hobbema, Gleichen et Blood, en Alberta, et dans certaines régions de la Colombie-Britannique. L'Association des familles d'accueil indiennes du comté de Kent, à Big Cove, au Nouveau-Brunswick, fondée en janvier 1982, travaille actuellement à la préparation d'un plan quinquennal en vue de devenir un centre autonome de services sociaux à l'enfance.

Employés salariés des associations - Trois associations provinciales: Québec, Colombie-Britannique et Alberta, ont un personnel salarié pour mener et coordonner leurs activités administratives. Au Québec, la coordonnatrice exécutive (secrétaire générale), et la coordonnatrice de l'information et de la formation, en Colombie-Britannique, agissent à titre de représentantes officielles de l'association provinciale auprès des comités mixtes chargés de mettre au point les programmes d'orientation et de formation. La coordonnatrice de l'information et de la formation de la Fédération des associations de familles d'accueil de la Colombie-Britannique assure aussi la présidence du comité mixte des programmes de service aux familles d'accueil. En Ontario, une partie de la subvention que le ministère des Services communautaires et sociaux vient d'approuver doit servir à embaucher un coordonnateur salarié pour l'Association des familles d'accueil de l'Ontario. La subvention pour ce poste sera administrée par l'Association des sociétés d'aide à l'enfance de l'Ontario.

Financement - L'Île-du-Prince-Édouard, la Nouvelle-Écosse, le Québec, l'Ontario, le Manitoba, la Saskatchewan, l'Alberta et la Colombie-Britannique reçoivent des fonds du système provincial de services sociaux. Le montant des subventions varie entre 3000 $ et 245 000 $ par année. L'Association des familles d'accueil du Nouveau-Brunswick a présenté au printemps 1983 son premier projet de budget au ministère des Services sociaux de la province. À Terre-Neuve, dans les Territoires du Nord-Ouest et au Yukon, les ministères des services sociaux accordent périodiquement des fonds à certaines familles d'accueil pour les aider à payer les frais d'inscription aux conférences annuelles ou aux colloques parrainés par l'Association canadienne des familles d'accueil et aussi a divers programmes de formation.

Bulletins des associations provinciales - Le Québec (L'Inform Accueil), la Saskatchewan (The Troubadour), l'Alberta (The Bridge of Concern), la Colombie-Britannique et le Manitoba publient un bulletin provincial, en général tous les trois mois. L'Ile-du-Prince-Édouard et Terre-Neuve organisent des envois par la poste, par l'intermédiaire de leur ministère des Services sociaux. Au Yukon, le personnel des services sociaux du ministère de la Santé et des Ressources humaines prépare un bulletin qui est envoyé aux familles d'accueil même s'il n'y a pas de groupe constitué; de temps à autre, les travailleurs sociaux obtiennent des articles des familles d'accueil intéressées. Le Nouveau-Brunswick s'apprête à publier son premier bulletin provincial. Beaucoup d'associations provinciales ont commencé à échanger leurs bulletins, mais il n'y a pas encore de réseau général organisé.

Priorités actuelles des associations provinciales - Il semble que toutes les associations font état d'un double objectif: augmenter le nombre de membres actifs dans le but d'augmenter l'appui à la base de leur réseau et établir de meilleures relations de travail entre les associations de familles d'accueil et les centres de services sociaux aux échelons local, régional et provincial.

On dit parfois que le principe de confidentialité, quand il s'agit de communiquer le nom des familles d'accueil accréditées empêche d'atteindre le premier objectif. Dans certaines provinces, le centre de services sociaux ou le bureau régional, et à l'occasion le bureau central provincial transmettent des listes mensuelles aux associations provinciales ou aux associations locales de familles d'accueil; dans certaines autres, on laisse la tâche de rejoindre ses membres à l'association, grâce à sa stratégie publicitaire ou par l'intermédiaire des travailleurs sociaux qui informent chacune des familles d'accueil nouvellement accréditées de l'existence de l'association.

Il existe aussi un important besoin d'améliorer l'image et revaloriser le rôle de la famille d'accueil, comme le montre l'appui donné à l'organisation d'une campagne nationale de publicité visant à faire reconnaître la ressource économique précieuse, et primordiale, que représente le placement d'accueil dans les systèmes d'aide à l'enfance. Beaucoup de familles d'accueil se préoccupent à améliorer leur qualité de famille d'accueil, à s'engager dans leur association afin de renforcer la puissance qu'apporte l'unité des sentiments et d'action pour faire reconnaître le travail qu'elles font auprès des enfants déplacés et des familles séparées. Dans bien des cas, une augmentation des coûts d'entretien est secondaire. Par ailleurs, plusieurs centres de services sociaux se sont engagés fermement à respecter le principe de l'association; ils reconnaissent que les familles d'accueil

ont besoin d'être mieux préparées, et mieux formées, ce qui compte au moment d'étudier les hausses régulières de pensions (pour les soins ordinaires comme spécialisés). Ils étudient les moyens d'ajouter aux stimulants financiers déjà rattachés à la formation. Ainsi, en Saskatchewan, le groupe de travail sur la formation des familles d'accueil a recommandé de relier les primes d'encouragement au fait d'avoir suivi au complet le cours de base et les cours spéciaux qui permettent de classer les familles. Également, à mesure que s'élabore la notion des "familles aidant familles" à l'Île-du-Prince-Édouard, le besoin d'appliquer des frais de rétention des services sera examiné. La Société d'aide à l'enfance de Winnipeg met à l'essai de son côté la notion des taux variables dans son opération "Chance". En Ontario, l'Association des familles d'accueil et le ministère des Services communautaires et sociaux continuent de préconiser l'adoption d'une structure de coûts d'entretion de base uniformes pour les 51 sociétés d'aide à l'enfance.

La nécessité d'un plus grand partage des renseignements avec les familles d'accueil, surtout touchant aux antécédents de l'enfant et de la famille naturelle donnés au moment du placement initial, constitue un sujet de préoccupation général.

Enfin, le Yukon, les Territoires du Nord-Ouest, l'Île-du-Prince-Édouard, Terre-Neuve, l'Ontario et la Saskatchewan ont exprimé le besoin d'un genre de manuel de modèles et de méthodes portant sur la formation des associations de familles d'accueil. A cet égard, des provinces ont été de véritables exemples: ainsi, en Nouvelle-Écosse, la Fédération des associations de familles d'accueil a été invitée à conseiller l'Association des familles d'accueil de Summerside (Île-du-Prince-Édouard), dans les débuts de la fondation de l'organisme. De même, au Québec, au Manitoba, en Alberta, en Colombie-Britannique et en Ontario, les membres du bureau des associations, en concert avec les coordonnateurs provinciaux des services de placement en famille d'accueil, ont aussi donné des conseils de ce genre.

- En 1981, le Québec a institué des cours de brève durée en administration à l'intention des bureaux de ses associations locales dans le but de mieux préparer les membres à assumer leur rôle et leurs responsabilités démocratiques.

- En Colombie-Britannique, la Fédération des associations de familles d'accueil vient de publier, en janvier 1983, un manuel d'organisation exhaustif. Le manuel porte sur une variété d'éléments importants pour la formation des associations locales et régionales de familles d'accueil.

Guides ou manuels destinés aux familles d'accueil - La Nouvelle-Écosse, le Manitoba, la Saskatchewan, le Yukon et l'Alberta ont mis au point un manuel de la famille d'accueil qui est uniformisé pour la province. De même, des manuels provinciaux sont mis à la disposition des familles d'accueil accréditées à l'Ile-du-Prince-Édouard (Becoming a Foster Parent), à Terre-Neuve (Foster Parent Handbook), dans les Territoires du Nord-Ouest (Foster Care Handbook), en Colombie-Britannique (Foster Parent Kit), en Ontario (Foster Care Questions and Answers - brochures et trousse de recrutement). La Nouvelle-Écosse et le Nouveau-Brunswick n'ont pas de manuel provincial comme tel, mais certaines sociétés d'aide à l'enfance et des bureaux régionaux (Halifax, Fredericton et Saint-Jean) ont préparé des guides pour leurs familles d'accueil.

La plupart du temps, le bulletin provincial des familles d'accueil sert de documentation complémentaire et de guide de formation.

Affiliation à l'Association canadienne des familles d'accueil - Tous s'entendent unanimement pour dire que la conférence (le colloque annuel parrainé par l'Association) est forme concrète de partage, d'appui et d'échange sans formalités. Ces événements aident à renforcer l'amour-propre des délégués des associations de familles d'accueil et à confirmer le sentiment d'identité canadienne.

Certains doutent que l'A.C.F.A. soit un organisme qui puisse d'une manière appréciable parler au nom des familles d'accueil, ou agir à titre d'agent de changement véritable.

Les participants, c'est-à-dire les représentants des associations de familles d'accueil et des services sociaux provinciaux, ont aussi exprimé leur souci quant au besoin d'améliorer l'aptitude structurale de l'association nationale et la transmission des renseignements entre celle-ci et les associations provinciales. Certains se sont dits préoccupés par la méthode que les provinces emploient pour choisir les délégués officiels. Il y en a qui s'inquiètent de l'absence de suivi après les réunions nationales. Plusieurs ont l'impression que, lorsqu'on parle d'organisation, il est extrêmement difficile de coordonner pareilles activités sans avoir les fonds suffisants pour établir un secrétariat permanent.

Ce qui ressort c'est le fait que les associations provinciales de familles d'accueil veulent renforcer l'appui dans leur propre milieu avant de s'attaquer aux questions à l'échelle nationale.

2.8.7 Points saillants sur la scène internationale

Aux États-Unis, le programme national d'information sur le placement en famille d'accueil (National Foster Care Education Project) a été subventionné pour mener un projet de deux ans visant à réduire les cas de mauvais traitements dans les familles d'accueil. L'Institut pour l'étude des enfants et des familles, en coopération avec la section de service social de l'Université Eastern Michigan, doit préparer un cours de 30 heures destiné aux familles d'accueil, et un cours de 16 heures pour les travailleurs des services de placement en famille d'accueil. Ces cours doivent s'inspirer du travail considérable déjà fait à l'Université Eastern Michigan en matière d'information dans ce domaine. En plus de traiter d'autres moyens que les châtiments pour corriger l'enfant, les cours examineront la dynamique de l'abus sexuel et celle des mauvais traitements exercés sur les adolescents, nouveaux secteurs de préoccupation chez les travailleurs des services à l'enfance. Ce modèle non seulement permettra d'avoir une variété de situations témoins pour s'assurer que la formation est appropriée aux diverses régions géographiques, où les problèmes et les systèmes de placement en famille d'accueil diffèrent, mais aussi garantira que les cours sont largement diffusés pendant la durée de l'opération. Les derniers cours doivent être publiés par l'entremise de la division des publications sur l'enfance et sur la famille de l'Institut pour l'étude des enfants et des familles de l'E.M.U. (Annexe G).

En Australie, un programme appelé Wits End sert de service à la fois auxiliaire et consultatif en matière de placement en famille d'accueil. Le service auquel on peut faire appel jour et nuit répond aux besoins des personnes qui s'occupent de placement en famille d'accueil ou d'adoption. Depuis son instauration en septembre 1979, le programme a permis de donner un service téléphonique jour et nuit assuré par des parents d'accueil expérimentés, de mettre sur pied une bibliothèque documentaire sur le placement en famille d'accueil et d'organiser un club de correspondants qui a établi un réseau à l'échelle internationale.

L'Association internationale des familles d'accueil a maintenant un lien avec l'Association des familles d'accueil de la Saskatchewan, dont le président a de son propre chef assisté aux conférences qui ont eu lieu en Angleterre et en Hollande.

En Angleterre, le programme d'information sur le placement en famille d'accueil (Foster Care Education Project), subventionné par l'Association nationale des familles d'accueil et le Dr Barnado, est en oeuvre depuis août 1979. Il a permis

d'étudier, d'adapter et de réviser la trousse didactique de la C.W.L.A. de manière qu'elle convienne aux coutumes culturelles et aux usages du service social au Royaume-Uni. Le programme est centré sur deux grands points:

- o l'initiation au placement d'accueil pour l'adolescent (Parenting Plus), et
- o le rôle de parent d'accueil au soin de l'adolescent (Added to Adolescence).

Le but est de préparer les gens à donner des programmes de formation à l'intention d'une variété de participants. Une condition veut toutefois que l'organisme qui désire acheter le matériel didactique du programme envoie d'abord un représentant au cours d'animateur Parenting Plus.

Il est conseillé d'examiner le volume II et le volume III pour avoir des détails plus complets au sujet des programmes susmentionnés.

2.9 CONCLUSIONS

Que les provinces connaissent des progrès dont le degré varie en ce qui a trait aux normes de placement dans un foyer d'accueil et aux programmes de service aux familles d'accueil (initiation et formation), toutes se sont montrées désireuses de se tenir au courant de l'actualité dans ce domaine.

Selon les provinces cela pourrait se faire grâce à l'établissement d'un centre national d'information sur le placement en famille d'accueil. Ce bureau serait chargé de réunir, de coordonner, d'actualiser et de transmettre les données qui existent au sujet de la gamme des questions liées au placement en foyer d'accueil au Canada et dans le monde. Un mécanisme officiel de diffusion de l'information pourrait être mis en place par le moyen de la publication d'un rapport annuel, ou d'un rapport périodique dans les revues professionnelles à grand tirage. Le centre d'information pourrait en plus conseiller ceux qui ont besoin d'aide et établir un réseau d'échanges partout au pays.

La majorité des participants souhaite qu'on organise une campagne nationale d'information afin d'actualiser l'image des familles d'accueil et de donner un tableau réaliste du rôle de ces familles de nos jours. Une campagne subventionnée à l'échelle nationale libérerait les provinces et les territoires, leur permettant de concentrer leurs efforts et les fonds dont ils disposent sur les campagnes de recrutement. La proclamation d'une Semaine nationale des familles d'accueil, qui ferait appel aux stratégies promotionnelles mettant en vedette les talents qui existent au Canada, et les besoins actuels de placement en famille d'accueil porterait des bénéfices à tous les systèmes au Canada.

La nécessité de développer du matériel de formation et de consultation a contenu "canadien" (surtout dans le secteur de l'audio-visuel) est pour beaucoup un sujet de préoccupation.

Aussi sera-t-il important à l'avenir d'encourager les recherches et les opérations pilotes dans l'établissement des programmes de service aux familles d'accueil et des programmes de formation à mesure que ces programmes évolueront. Il semble que les questions suivantes exigent qu'on s'en occupe immédiatement:

- Effets de la protection de longue durée, autrement dit le déplacement, et du placement en famille d'accueil de longue durée sur les enfants et sur les familles.

- Programmes de sensibilisation à la culture autochtone, de sensibilisation multi-culturelle et de sensibilisation trans-culturelle.

PARTIE 3. RECOMMANDATION

Le ministère de la Santé nationale et du Bien-être social, en parrainant les phases I et II de l'étude sur les programmes de service aux familles d'accueil, a pris l'initiative en vue d'amorcer des données particulières au placement en foyers d'accueil.

L'étude a servi à réaffirmer la nécessité d'un centre d'information sur le placement en foyers d'accueil. Les participants cherchent à avoir l'assurance que les échanges formelles de renseignements se feront plus nombreux avec le temps.

La phase II de l'étude s'achève par une seule recommandation, à savoir que la Division des services à l'enfance et à la famille, de ce Ministère, établisse un groupe d'étude national sur le placement en foyer d'accueil, qui aurait pour mandat:

- de réaffirmer officiellement l'appui des provinces et des territoires à la création d'un centre d'information sur le placement en familles d'accueil, et
- d'unifier de même que de concrétiser les objectifs à atteindre et les tâches à mener pour répondre aux besoins cernés.

Il faudrait que les membres du groupe d'étude soient les délégués officiels des systèmes provinciaux de service social et des associations provinciales de familles d'accueil.

La première réunion du groupe devrait avoir lieu avant la fin de l'année civile 1983.

Il est évident que pour tirer avantage de la vague d'intérêt et des nouveautés auxquelles on assiste actuellement dans les milieux de placement en familles d'accueil partout au Canada, il faut que les rôles, les mandats et les méthodes de partage de l'information soient déterminés.

C'est maintenant que nous devons agir ensemble si nous voulons exploiter les sentiments et l'élan du moment. Il faut renforcer nos réseaux et nos modèles de travail à nous dans un effort constant pour améliorer le système de placement en familles d'accueil au Canada et pour accorder les services de qualité auxquels ces jeunes ont droit.

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4. Vera Institute of Justice, Foster Home Child Protection, 1981, p. 39.

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Number/
Numéro

3

COMPENDIUM

DES

PROGRAMMES DE FORMATION DESTINÉS AUX FAMILLES D'ACCUEIL

ET AUTRES INTERVENANTS

VOLUME II
ÉTUDE SUR LES PROGRAMMES DE
FORMATION DESTINÉS AUX
FAMILLES D'ACCUEIL
ET AUTRES INTERVENANTS

HÉLÈNE M. BATES
CONSEILLÈRE SPÉCIALE

MAI 31, 1983

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PARTIE I: LISTE DES RESPONSABLES

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ALBERTA

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Ministère des Ressources humaines

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- Gloria Belliveau
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Ministère des Services sociaux

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  FREDERICTON (Nouveau-Brunswick)
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Association des familles d'accueil du Nouveau-Brunswick

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TERRE-NEUVE

Ministère des Services sociaux

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Association des familles d'accueil de Terre-Neuve et du Labrador

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NOUVELLE-ÉCOSSE

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  185 Cusack Drive
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ONTARIO

Ministère des Services communautaires et sociaux

- Greg O'Neill
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- George Caldwell, directeur général
  2323, rue Yonge, pièce 505
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ÎLE-DU-PRINCE-ÉDOUARD

Ministère de la Santé et des Services sociaux

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  902-892-5471

Association des familles d'accueil de l'Île-du-Prince-Édouard

- Cheryl Stright, secrétaire
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QUÉBEC

Ministère des Affaires sociales

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Fédération des familles d'accueil du Québec

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SASKATCHEWAN

Ministère des Services sociaux

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Université NOVA

- Ronald Simon
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  Opération Familles d'accueil
  Centre des sciences du comportement
  3301, avenue College
  FORT LAUDERDALE (Florida) 33314
  345-475-7660

Université Eastern Michigan

- Patricia Ryan, directrice
  Institut pour l'étude des enfants
  et des familles
  YPSILANTI (Michigan) 48197
  313-487-0372

Child Welfare League of America

- 67 Irving Place
  NEW YORK (New York) 10003
  184-254-7410

ANGLETERRE

- Susan Weil
  Agent principal pour l'enseignement
  et la formation
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  Francis House
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  01-828-6266 (6267)

PARTIE II. PRINCIPAUX PROGRAMMES DE FORMATION CANADIENS NORMALISÉS

A. Former le moniteur (Train the Trainer) Nouveau-Brunswick

1. Modèle "Former le moniteur"

- o Données générales
  - Le module a été mis en oeuvre une ou deux fois par année depuis 1979, suivant les besoins des régions.
  - Le matériel utilisé n'a pas encore été unifié en un manuel de formation comme tel.
- o Réalisations en cours
  - L'agent de développement des ressources humaines et le coordonnateur du placement en famille d'accueil (région de Fredericton) ont examiné les besoins, les priorités, les disparités régionales et la main-d'oeuvre disponible pour déterminer la manière d'adapter à l'avenir le modèle à toute la province.
  - L'agent du développement des ressources humaines, de concert avec le coordonnateur des services de placement en famille d'accueil, a demandé aux directeurs régionaux d'approuver le module d'initiation et le module de formation préalable au service du programme "Former le moniteur".
  - Buts
    - Arriver à faire un usage logique des modules dans la province afin de normaliser la formation à l'avenir.
    - Laisser à l'agent de développement des ressources humaines le rôle de moniteur principal, et assurer ainsi une meilleure continuité et une plus grande cohérence avec les programmes de formation.

- Plan du programme

  - Les cours sont prévus pour le début du printemps et le début de l'automne tous les ans.

  - La durée du cours est de deux jours à deux jours et demi et les modules sont donnés simultanément.

  - Le programme intéresse les travailleurs sociaux et les principales familles d'accueil. (Le cours est d'abord conçu pour les travailleurs auprès des familles d'accueil mais pourrait être adapté pour les moniteurs des groupes de service aux familles ou de la protection de l'enfance.)

o Manuel "Former le moniteur"

- Le plan d'un manuel didactique unifié a été terminé en octobre 1982.

- Le manuel et le matériel existent dans les deux langues officielles.

o Buts de la formation

- Aider le moniteur à être plus à l'aise dans son rôle.

- Déterminer les connaissances dont les moniteurs ont besoin.

- Fournir au moniteur des occasions de mettre ses connaissances en pratique (apprendre par l'expérience) et faire un usage efficace du matériel didactique.

o Évaluation

- On fait une évaluation du travailleur social avant et après le programme.

- L'évaluation se continue durant tout le programme (le travailleur social met ses connaissances en pratique durant une semaine et fait un rapport à la séance de la semaine suivante).

- On donne le feed-back de manière officieuse.

- Le formulaire d'évaluation est rempli à la fin du module.

- Évaluation irrégulière - les travailleurs auprès des familles d'accueil font un rapport sur les changements appréciables au cours de leur supervision des familles d'accueil qui ont terminé le programme de formation.

- Séance de suivi - à la demande de chacun des groupes, une séance de rappel est organisée afin d'évaluer les connaissances acquises et de déterminer les besoins futurs de formation.

B. Trousse didactique T.R.U.S.T. (Ontario)

1. Guide du moniteur intitulé TRAINING RESOURCES IN UNDERSTANDING, SUPPORTING AND TRAINING ABUSED CHILDREN (T.R.U.S.T.).

   o Guide de cours pour donner des exposés organisés aux groupes visés.

   o Rédigé par Ross Dawson et Eleanor Wilde, en mars 1979.

   o Préparé pour le ministère des Services communautaires et sociaux, Division des services à l'enfance, dans le cadre d'une série de manuels de formation (programme cadre) intitulé TRAINING PROGRAMS FOR CHILDREN'S AID SOCIETIES ON CHILD ABUSE.

   o But

   - Former les familles d'accueil, les travailleurs des services à l'enfance et les autres travailleurs professionnels qui fournissent des services aux enfants maltraités.

   o Contenu

   - Quinze schémas de séance, dont chacun contient une description des objectifs généraux et des objectifs secondaires, des activités proposées, des exercices et du matériel documentaire.

- Trousse documentaire contenant des renseignements sur les ouvrages de référence, une bibliographie, une liste de films et des règles générales visant la formation.

o Autre matériel didactique dans cette série

- INTRODUCTION AND READINGS, vol. 1, août 1980
- FRONT-LINE PROTECTION STAFF, vol. 2, août 1980
- TRAINER'S MANUAL, FRONT-LINE PROTECTION STAFF, vol. 3, octobre 1980
- SUPERVISORS, vol. 4, novembre 1980
- WORKING WITH ADOLESCENTS, vol. 5, janvier 1982
- WORKING WITH THE FAMILY, vol. 6, janvier 1982
- SEXUAL ABUSE, vol. 7, septembre 1982

o Où s'adresser

- Stephen Handler
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  Section de la planification, de la gestion et de la mise en oeuvre
  Direction générale du soutien des opérations
  700, rue Bay, 9e étage
  TORONTO (Ontario)
  M7A 1E9
  416-968-8067

C. Programme de certification des familles d'accueil (Ontario)

1. Endroit - Collège George Brown (Arts appliqués et technologie), Toronto (Ontario).

o Responsable - Sandy Fishleigh
  Coordonnatrice du programme pour les familles d'accueil
  C.P. 1015, Succursale "B"
  TORONTO (Ontario)
  M5T 2T9
  416-967-1212
  (poste 4228)

2. Données générales

   - Le programme est conçu par un comité formé des représentants des deux sociétés d'aide à l'enfance intéressées, d'un travailleur des services à l'enfance et des instructeurs du collège.

   - Le programme a été institué en 1978; il recourt aux services des instructeurs du système collégial, dont deux sont aussi des parents d'accueil.

3. Conditions d'admission

   - Être employé à titre de famille d'accueil par un organisme reconnu.

   - Être adressé par la Société d'aide à l'enfance du Grand Toronto ou par la Société d'aide aux enfants catholiques.

   - Être diplômé d'une école secondaire, ou l'équivalent, ou être un élève sérieux âgé de 19 ans au moins.

4. But du programme - fournir les connaissances de base qui permettent aux familles d'accueil de comprendre et d'accepter le comportement des enfants placés.

5. Plan du programme

   - Il s'agit d'un programme éducatif comprenant des cours théoriques et une évaluation des compétences en tant que parent nourricier.

   - Il y a quatre cours, dont deux peuvent être suivis la même année.

   - Une évaluation des aptitudes en tant que parent nourricier est exigée la deuxième année.

6. Cours offerts

   - Croissance et développement de l'être humain.

   - Éducation de l'enfant, I et II.

   - La famille d'accueil et le milieu.

D. Série d'émissions télévisées "Knowledge" (Colombie-Britannique)

1. ÉMISSIONS TÉLÉVISÉES KNOWLEDGE

- o Appelées communément "KNOW Series".
- o Modèle.
  - Il s'agit d'émissions de la télévision éducative destinées au public et transmises par réseau interactif au moyen du satellite Anik B.
- o Buts
  - Rassembler une variété de consommateurs (personnes intéressées - parents d'accueil, travailleurs sociaux, éducateurs) dans un centre d'enseignement local pour les former en commun.
  - Fournir des possibilités d'apprendre à une distance accessible par le moyen d'émissions transmises par satellite.
  - Stimuler et appuyer l'apprentissage en groupe et l'apprentissage individuel chez soi.
- o Parrainage
  - Le réseau Knowledge dirige la production en vertu d'un contrat donné par la Fédération des associations de familles d'accueil de la Colombie-Britannique. Le Comité mixte du programme de formation des familles d'accueil, avec le concours d'autres personnes ressources, s'occupe d'organiser, de mettre au point et de réaliser le contenu.
  - Directives relatives à la participation du milieu - il s'agit de suggestions préparées par le Comité mixte pour faciliter l'expérience d'apprentissage et soutenir ce moyen de formation.
- o Programmes télévisés
  - Effects of Separation and Emerging Behaviors (les effets de la séparation et les nouveaux comportements)
    - . Série en trois parties présentée par le Dr Ron Tinney, de l'Université de Victoria, en mai et juin 1982.

- On peut obtenir la bande vidéo de la bibliothèque du ministère des Ressources humaines.

- Responding to Behaviors of Foster Children (comment réagir au comportement de l'enfant placé)

  - Série en trois parties présentée par des parents d'accueil et des personnes ressources du milieu.

  - La série traite du comportement des enfants d'âge préscolaire, des adolescents et des enfants handicapés.

- Fostering the Sexually Abused Child (le travail des familles d'accueil auprès de l'enfant victime d'abus)

  - Série en cinq parties actuellement en préparation.

  - Date d'achèvement prévue: hiver 1983.

  - Responsables - Comité de personnes ressources.

  - Modules

    - Guider et comprendre le développement sexuel de l'enfant d'âge préscolaire
    - Comment répondre aux questions que pose l'enfant au sujet de la naissance
    - La grossesse
    - La copulation
    - La puberté
    - Comment vivre avec un enfant dont on a abusé sexuellement
    - Prévention d'abus sexuel à l'égard de l'enfant.

  - But

    - À l'avenir, faire participer les services de garderie et le Conseil de la famille de la Colombie-Britannique.

E. Foster Care Orientation Program (Initiation au placement en famille d'accueil) (Alberta)

1. Le Comité provincial de la formation a terminé, en septembre 1982, la préparation d'un modèle d'initiation de base que les bureaux régionaux et les bureaux de district peuvent appliquer et adapter d'une manière uniforme.

2. La mise en oeuvre du modèle qui vient d'être élaboré est commencée et se poursuit dans toute la province, et le Manuel d'initiation de base sert d'abord de guide.

3. Le Manuel d'initiation est en treize parties et porte sur les points suivants:

   - Comment les enfants finissent par être placés
   - Les attentes des familles d'accueil
   - Le rôle et les responsabilités des travailleurs des services à l'enfance
   - La séparation, le processus d'anxiété et de deuil, et la famille d'accueil
   - Les genres d'enfants qui sont placés en famille d'accueil
   - Les genres de familles d'accueil
   - La famille biologique et le placement en famille d'accueil
   - Les effets de la dynamique actuelle et future de la famille d'accueil sur l'enfant placé
   - L'attitude du Ministère à l'égard des méthodes d'éducation et de correction de l'enfant
   - Les responsabilités imposées par la loi à l'égard de l'enfant
   - L'aide et les responsabilités financières
   - Le rôle de l'association des familles d'accueil.

4. Évaluation du programme

   - o Il y a une évaluation constante du programme grâce au feed-back que les usagers transmettent aux coordonnateurs de la formation des familles d'accueil.
   - o Le comité provincial de la formation surveille, révise et met à jour périodiquement le contenu et les techniques d'instruction.
   - o Le feed-back de la base à l'égard du manuel d'initiation est fixé au début de 1983.

F. Parent Enrichment Program (Programme d'enrichissement des compétences parentales) (Collège communautaire de Lethbridge, en Alberta)

1. Le programme a été préparé en 1978 par le coordonnateur des études sur la famille par l'intermédiaire de la Division des études sur la famille.

   - o Modèle
     - Il n'y a pas de manuel officiel des instructeurs; cependant, on a dressé un guide des cours.
   - o Adaptation
     - Ce modèle est en usage au collège communautaire de Medicine Hat et a été adapté pour former les familles d'accueil autochtones de la réserve Blood.
   - o Responsable
     - Audrey Cartwright
       Coordonnatrice du programme d'études familiales
       Collège communautaire de Lethbridge
       LETHBRIDGE (Alberta) 403-320-3314

G. Techniques d'éducation des enfants placés en famille d'accueil (Québec)

1. Il s'agit d'un ensemble de modules que prépare en ce moment le CEGEP de Victoriaville, au Québec, en collaboration avec la Fédération des familles d'accueil du Québec. Les deux premiers modules, qui portent sur le développement de l'enfant et les techniques d'éducation de l'enfant, respectivement, ont été terminés en 1982.

PARTIE III - PRINCIPAUX PROGRAMMES INTERNATIONAUX DE FORMATION

A. Programme d'information des familles d'accueil de l'Université Eastern Michigan (États-Unis) (Eastern Michigan University, E.M.U.)

1. Endroit

   o Institut pour l'étude des enfants et des familles de l'Université Eastern Michigan

   Ypsilanti (Michigan) 48197 313-487-0372

2. La directrice est Patricia Ryan.

3. L'Institut publie deux à quatre fois par année un bulletin, IMPACT, qui est l'organe du réseau d'information des familles d'accueil.

   o L'abonnement annuel coûte 12 $.

4. Modèle de l'E.M.U.

   o Le programme est imposant: il comporte 19 modules de 20 heures s'étendant chacun sur une période de huit semaines.

5. Objectifs du modèle de formation

   o Souligner les répercussions dans la pratique du contenu du cours pour les familles d'accueil.

   o Mettre au point un vaste programme dans le but d'augmenter les compétences et la capacité de compréhension des familles d'accueil, et créer du matériel didactique spécialisé.

   o Perfectionner le programme avec le concours:

      - des facultés de sociologie, de service social, d'économie domestique, de psychologie et d'enseignement pour les enfants et les adultes en difficulté de l'Université;

      - du personnel des organismes d'aide à l'enfance des secteurs public et privé;

      - des spécialistes en santé mentale, en déficience mentale, en déficience physique;

- des enseignants des collèges communautaires;

- des associations de familles d'accueil.

o Établir le processus qui aboutira à la création d'un système de services recourant aux collèges communautaires et aux familles d'accueil comme personnel enseignant, et qui permettra une adaptation souple du modèle.

o Garantir la prestation normalisée de services de haut niveau, et s'assurer que les services prévus correspondent aux besoins locaux.

- La structure administrative est le moyen de centraliser le contrôle de la qualité dans la mise au point des cours, et pour l'initiation des instructeurs.

- Les coordonnateurs des collèges communautaires participants travaillent avec les autres collèges des différents comtés, ils examinent les besoins, ils assurent la liaison avec les organismes du milieu et les associations de familles d'accueil, et assument d'autres fonctions du genre.

o Maintenir un contact permanent avec tous les organismes de service social et toutes les associations de familles d'accueil intéressés.

o Définir les modalités d'attestation qui permettront de reconnaître le mérite des familles d'accueil qui ont suivi le cours.

o Mettre au point des règlements visant la formation obligatoire.

6. Matériel offert

o <u>Cahier d'exercices de l'instructeur: plans de 17 cours pour la formation des familles d'accueil</u>

- La publication comprend du matériel d'introduction et un schéma de cours (objectifs généraux, objectifs intermédiaires, contenu et forme) pour chacun des cours offerts:

. 15 cours de 20 heures d'instruction en classe;

- deux cours - Comment s'occuper de l'enfant qui souffre de déficience mentale et Comment s'occuper de l'enfant qui souffre de troubles affectifs - de 40 heures d'instruction en classe.

- Une bibliographie qui porte sur les lectures et sur le matériel audio-visuel conseillés est donnée à la fin de chaque module.

o Cahiers d'exercices de l'instructeur et de l'élève

- ISSUES IN FOSTERING (questions générales sur le placement en famille d'accueil), Patricia Ryan.

- FOSTERING TEENAGERS (la famille d'accueil et l'adolescent), Donald Loppnow.

- FOSTERING THE BATTERED AND ABUSED CHILD (la famille d'accueil et l'enfant maltraité), Emily Jean McFadden.

- TRAINING FOSTER PARENTS TO HANDLE LYING AND DISHONESTY (la famille d'accueil et l'enfant qui ment et qui est malhonnête), Patricia Ryan.

- LEGAL ASPECTS OF FOSTERING (le placement en famille d'accueil et la loi), Joseph Findling.

- TRAINING FOSTER PARENTS TO HANDLE DESTRUCTIVE BEHAVIOR (la famille d'accueil et l'enfant qui a un comportement destructeur), Patricia Ryan.

- GUIDING THE SEXUAL DEVELOPMENT OF THE FOSTER CHILD (la famille d'accueil et le développement sexuel de l'enfant), Carolyn Veresh.

- FOSTERING THE CHILD WITH MENTAL RETARDATION (la famille d'accueil et l'enfant qui souffre de déficience mentale), Martha Dickerson.

- WORKING WITH NATURAL FAMILIES (le travail avec la famille naturelle), Emily Jean McFadden.

— Note - Chaque cahier donne un ensemble de questions à étudier et de travaux à faire.

7. Certification

   - Les parents d'accueil se voient attribuer tous les mérites du cours quand ils assistent à 15 des 20 heures prévues.

   - Une fois les quatre cours terminés (80 heures d'instruction), les participants reçoivent de l'Université Eastern Michigan un certificat attestant leur réussite.

   - Les organismes sont avisés chaque fois qu'un parent d'accueil termine un cours et reçoit une attestation.

8. Rapport descriptif et d'activité - le 30 juin 1979 (Programme de formation des familles d'accueil)

   - Le rapport expose et examine:

     - les objectifs généraux et les objectifs intermédiaires du programme;

     - l'aperçu des cours;

     - les principes et techniques d'enseignement;

     - le système de services.

   - On peut obtenir le rapport en écrivant à l'E.M.U., à l'adresse donnée au point A.1 ci-dessus.

B. Opération familles d'accueil de l'Université NOVA (Etats-Unis)

1. Endroit

   - Université NOVA
     3301, avenue Collège
     FORT LAUDERDALE (Floride) 33314 305-475 7660

2. Le directeur est Ronald D. Simon.

3. L'expert-conseil pour le programme de cours et la formation est Eileen Mayers Pasztor.

4. Modèle de NOVA

   o Aider les organismes d'aide à l'enfance à trouver, choisir et former les familles d'accueil, à former les travailleurs sociaux, et à mettre au point des systèmes de surveillance et d'évaluation, et à cette fin:

      - travailler avec le personnel de l'organisme à l'élaboration d'un programme de recrutement susceptible de réussir;

      - préparer le personnel chargé de l'autorisation et de l'accord concernant les règles et techniques que propose NOVA pour chosir, former et conserver les familles d'accueil;

      - préparer des membres du personnel à se servir du programme de cours NOVA et à acquérir des aptitudes pour la formation;

      - préparer le personnel des services de protection à coordonner la formule compatible de prestation des services avec la formation dans le domaine du placement en famille d'accueil.

5. Principes fondamentaux

   o Croire que la formation devrait être donnée aux familles d'accueil avant de les accréditer, de sorte que les programmes établis permettent de faire une première sélection des candidats et de les former en même temps.

   o Être convaincu qu'il y a des différences de première importance entre les aptitudes parentales en général et les aptitudes exigées des parents d'accueil.

   o S'engager fermement à travailler en équipe dans le processus de consultation et de formation, et à cette fin adapter le matériel de NOVA aux besoins et aux points forts de l'organisme.

   o Préconiser le partage des ressources, une adaptation souple du matériel de NOVA et le recours à d'autres programmes de formation.

   o Asseoir la formation sur les modèles de renforcement positif.

6. Processus de consultation et de formation

o Le processus comporte sept étapes qui offrent un ensemble de 16 ateliers de formation: le personnel de l'organisme est amené à avancer d'un pas à la fois dans les divers stades inhérents à la création d'un bon système de service aux familles d'accueil.

- Étape 1 - Aperçu préliminaire - les principes de NOVA sur le placement en famille d'accueil.

- Étape 2 - Création d'un point de vue général sur le système de placement en famille d'accueil.

- Étape 3 - Moyens d'améliorer le recrutement et la conservation des familles d'accueil.

- Étape 4 - Moyens d'augmenter les capacités de formation et de présélection de l'organisme:

  • préparation en vue d'un cycle préalable au service;

  • formation et processus d'évaluation mutuelle;

  • aspect pratique de la formation;

  • techniques avancées pour la formation préalable au service;

  • préparation en vue de la formation du personnel de l'organisme.

- Étape 5 - Formation de la famille d'accueil

  • le rôle des familles d'accueil de nos jours;

  • l'amélioration des compétences des familles d'accueil.

- Étape 6 - Formation du travailleur social

  • préparation cohérente de tout le personnel des services à l'enfance à l'égard de la prestation du service.

- Étape 7 - Constitution des équipes de travail (après une période de six mois)

  - constitution d'équipe de travail supérieure (pour le personnel);
  - constitution de l'équipe de travail coopérative (parent nourricier et travailleur social);
  - constitution de l'équipe de travail en triade I (parent nourricier, travailleur social, parent naturel);
  - constitution de l'équipe de travail en triade II (parent nourricier, travailleur social, parent adoptif).

7. Déroulement du programme

   o Le programme peut revêtir des formes variées, par exemple des ateliers de un, deux ou trois jours (pour le personnel), et un ensemble de séances de deux à trois heures (pour les familles d'accueil).

C. Programme de la C.W.L.A. Foster Care Training Package (Etats-Unis)

1. Endroit - Child Welfare League of America
   67 Irving Place
   NEW YORK (New York) 10003

2. Données générales

   o La C.W.L.A. a donné un élan considérable à la formation quand elle a lancé son Opération familles d'accueil en 1974.

   o Le programme de cours multimédias destiné à préparer les familles d'accueil s'appuie sur les principes d'enseignement pour adultes et sur les normes d'exercice en cours dans le domaine du placement en famille d'accueil.

3. Cours et matériel didactique offerts

   o Education for Foster Family Care - modèles et méthodes pour les familles d'accueil et les travailleurs sociaux.

     - Il s'agit d'un manuel d'organisation préparé par Helen Stone et Jeanne Hunzeker.

- Contenu

  - Le programme porte sur les catégories de cours de base:

    - formation préalable au service, formation en cours de service, formation des travailleurs, financement, ressources pour mettre au point le programme de formation.

- Les méthodes et modèles qui sont appliqués pour élaborer un programme de formation sont exposés étape par étape:

  - par exemple, comment étudier les besoins, comment mettre sur pied les comités de planification, comment établir le contenu du programme, en définir les buts et en faire l'évaluation;

  - le manuel contient des notes didactiques pour les plans de cours et une bibliographie d'ouvrages à consulter, de même que du matériel documentaire à l'intention des instructeurs, des travailleurs sociaux et des familles d'accueil.

- Programme de cours multimédias

  - Cours offerts:

    - Introduction to Foster Parenting (Notions de base sur les services offerts par la famille d'accueil);

    - Parenting an Adolescent (La famille d'accueil et l'adolescent);

    - Foster Parenting a Retarded Child (La famille d'accueil - soins à l'enfant déficient).

  - Composantes de la trousse

    - guide de l'animateur

    - cahiers d'exercices (20)

    - lectures complémentaires et documentation

    - aides audio-visuelles - cassettes et films en couleur de 16 mm.

D. Foster Care Education Project F.C.E.P.) - Projet de formation sur le placement en familles d'accueil (Royaume-Uni)

1. Subventions - Association nationale des familles d'accueil du Royaume-Uni et le Dr Barnado.

2. Données générales

   o Le programme-cadre est en marche depuis août 1979.

   o Le modèle et une variante de celui de la C.W.L.A., qui a été adapté considérablement pour tenir compte de la culture et du mode d'exercice du service social propres au Royaume-Uni.

   o Principes

      - Les familles d'accueil sont regardées comme des collègues, pas des clients.

      - La famille d'accueil fait partie intégrante de l'équipe professionnelle - elle assiste aux réunions où se prennent les décisions et elle a accès aux renseignements pertinents.

      - Les familles d'accueil ont droit à une formation permanente et à un soutien constant; les parents d'accueil expérimentés constituent des ressources précieuses pour former les autres, et il faut donc les faire participer à titre de co-animateurs.

      - Les responsables des programmes se servent des méthodes d'enseignement pour adultes.

      - C'est la stratégie de "Train the Trainers" qui est appliquée.

3. Deux grands programmes de formation sont offerts:

   o Parenting Plus (adaptation du programme de la C.W.L.A. - introduction des services d'accueil aux adolescents).

   o Added to Adolescent (adaptation du programme de la C.W.L.A. - rôle de la famille d'accueil avec l'adolescent).

4. Des cours de formation sont offerts à l'égard des deux grands programmes dont il est question au point 3 ci-dessus.

   o Cours d'animateur

      - formation en résidence d'une durée de quatre ou cinq jours;

      - moniteurs: personnel du programme-cadre et personnel des organismes;

      - condition - les organismes qui désirent acheter le matériel didactique du programme-cadre doivent d'abord envoyer un de leurs animateurs au cours "Parenting Plus";

      - but: préparer les gens à animer les programmes de formation pour une variété de participants, mais pas à former les animateurs.

   o Genres de cours d'animateur

      - cours publics - les organismes se voient attribuer des places de cours pour deux représentants par année (ces représentants peuvent être deux travailleurs sociaux ou une équipe formée d'un travailleur social et d'un parent d'accueil);

      - cours internes - l'organisme passe un marché avec les responsables du programme-cadre ou de l'Association nationale des familles d'accueil afin de diriger lui-même la formation pour son personnel.

5. Rapport

   o Un rapport sur le programme-cadre, intitulé Looking Back Looking Forward, a été publié à l'automne 1982.

   o Le rapport donne un résumé exhaustif de l'évolution du programme-cadre et des progrès réalisés après trois ans, grâce aux subventions du Dr Barnado.

   o Le rapport a été rédigé par Susan Weil, agent principal pour l'enseignement et la formation.

   o Le rapport a été parrainé en commun par les responsables du programme-cadre et le Dr Barnado.

- On peut obtenir le rapport en écrivant à l'adresse suivante:

  Susan Weil
  Principal Officer, Education and Training
  Foster Care Education Project
  Francis House, Francis Street
  LONDON SW1P 1DE

  ou appeler au numéro 01-828-6266 (6267)

- Contenu

  - L'origine des deux programmes, Parenting Plus et Added to Adolescent, leur évolution et leur adaptation pour le Royaume-Uni.

  - Les orientations futures relativement à la formation des animateurs, à la mise au point de nouveau matériel didactique, à la recherche, à l'évaluation, au contrôle, et autres questions du genre.

PARTIE IV - OUVRAGES DE RÉFÉRENCE

A. Bibliographies actuelles exhaustives

1. "Foster Care Training Resource Catalogue" (Répertoire de ressources)

   - o Le répertoire a été préparé à partir des acquisitions de la bibliothèque du ministère des Ressources humaines, des bibliographies de la C.W.L.A. et des autres documents réunis par la Fédération des associations de familles d'accueil de la Colombie-Britannique sur une période de trois mois.

   - o Le répertoire sert de guide de référence pour les animateurs et les familles d'accueil.

   - o Contenu

     - énumération (80 pages) du matériel documentaire sur le placement en famille d'accueil, c'est-à-dire livres, manuels de formation, périodiques, travaux, articles et reportages portant sur les sujets suivants:

       - participation de la famille d'accueil et de la famille naturelle;
       - communication;
       - rôle parental;
       - conscience de soi;
       - lignes d'action et règles relatives au placement en famille d'accueil;
       - interaction et rapports avec la collectivité;
       - enfants qui ont des besoins spéciaux;
       - morale professionnelle et normes.

   - o La première édition a été terminée en décembre 1982.

   - o Le répertoire a été envoyé aux bureaux régionaux en janvier 1983.

- o On demande de faire parvenir des commentaires et des suggestions en utilisant la feuille détachable qui se trouve dans le répertoire .
- o Le répertoire est mis à la disposition des équipes ressources des régions.
- o On peut obtenir le catalogue en écrivant à l'une ou l'autre des adresses suivantes:

BCFFPA Office
800 Cassiar Street
VANCOUVER, British Columbia
V5K 4N6

F.C.S. Division
Ministry of Human Resources
Parliament Buildings
VICTORIA, British Columbia

Community Education Division
Ministry of Education
635 Humboldt
VICTORIA, British Columbia

- o Objectif éloigné - diviser le répertoire en trois répertoires particuliers: le recrutement, l'initiation, la formation permanente.

2. "Foster Parenting"

- o Il s'agit d'une recension des publications sur le placement en famille d'accueil mise à jour en 1980.
  - L'auteur est Rosemarie Carbino.
  - L'ouvrage actualise la recension préparée par Taylor et Starr en 1967, et intitulée "Foster Parenting: An Integrative Review of the Literature".
  - La recension est publiée par la C.W.L.A.

3. Certains manuels de formation décrits dans les parties II et III offrent des bibliographies considérables, parfois annotées, au planificateur et à l'animateur du programme, de même qu'à la famille d'accueil. En voici des exemples:

   - Volume I, Introduction et lectures, Programmes de formation sur l'enfance maltraitée destinés aux sociétés d'aide à l'enfance (gouvernement de l'Ontario).

   - Université Eastern Michigan - série de manuels de l'instructeur et de l'élève.

   - C.W.L.A. - Trousse éducative sur le placement en famille d'accueil.

PARTIE V - AIDE POUR LA FORMATION AUX ASSOCIATIONS DE FAMILLES D'ACCUEIL

A. Manuel d'organisation

1. Rédigé à l'intention des associations de familles d'accueil de la Colombie-Britannique à titre de guide pour aider à la mise sur pied des associations.

   - o Préparé par la Fédération des associations de familles d'accueil de la Colombie-Britannique.
   - o Contenu:
     - structure d'organisation;
     - affiliation;
     - comment lancer une association;
     - description des fonctions des directeurs;
     - comment garder une association vivante et la faire grandir;
     - conseils et mises en garde;
     - processus parlementaire;
     - gestion financière, etc.
   - o On peut obtenir le manuel en écrivant au bureau de la Fédération.

B. Money Isn't Everything (manuel de survie pour les organismes à but non lucratif)

1. L'auteur est John Fisher.

2. L'éditeur est Joanne Cooper, Management and Fund Raising Center, Toronto (Ontario).

3. La première édition date de 1977.

4. Il s'agit d'un ouvrage de 200 pages facile à parcourir, rempli de suggestions pratiques et très complètes sur la manière de faire démarrer un groupe et de le structurer; le manuel dit aussi comment déterminer les fonctions du groupe, établir les plans, définir les tâches d'évaluation et les programmes; où trouver et comment demander les ressources, comment tenir les livres, établir les rapports avec l'extérieur, effectuer des changements en tant qu'organisme, etc.

PARTIE VI - RECHERCHES OU OPÉRATIONS PILOTES QUI ONT TRAIT AU PLACEMENT EN FAMILLE D'ACCUEIL

A. "Testing the Effectiveness of a Systems-Based Approach to Placing Children in Adoptive and Foster Homes" (comment vérifier l'efficacité d'une formule basée sur les systèmes pour placer les enfants en famille d'adoption ou en famille d'accueil)

1. Les travaux sont sous la direction de

Joyce Cohen et Anne Westhues

Faculté de service social
Université de Toronto
246, rue Bloor ouest
TORONTO (Ontario)
M5S 1A1

2. Les travaux sont subventionnés par le ministère de la Santé nationale et du Bien-être social, dans le cadre du Programme des subventions nationales au bien-être social.

B. "Taking Control: Indian and Native Social Work Education in Canada" (l'enseignement du service social aux Indiens et aux autochtones du Canada par des Indiens et des autochtones)

1. Le travail est sous la direction de

Harvey Stalwick et Lavina Bitternose
Section de la recherche en administration sociale
Faculté de service social
Université de Regina
REGINA (Saskatchewan)

2. La recherche est subventionnée par le ministère de la Santé nationale et du Bien-être social, dans le cadre du Programme des subventions nationales au bien-être social.

C. Projet pilote sur les programmes de service aux familles d'accueil

1. Le ministère de la Santé nationale et du Bien-être social a reçu dernièrement, de la Fédération des associations de familles d'accueil de la Colombie-Britannique, une demande de fonds en vertu du Programme des subventions nationales au bien-être social.

2. La demande reste à évaluer.

D. Child Welfare Research Project (recherche sur les services d'aide à l'enfance)

1. Il s'agit d'une étude de un an et demi sur les pratiques en usage dans le domaine de l'aide à l'enfance en Colombie-Britannique, menée par le Dr Lawrence Shulman de l'École de service social de l'Université de la Colombie-Britannique.

2. L'étude est subventionnée par la fondation McConnell Clark, de New York, qui s'intéresse au domaine des services sociaux pour les enfants.

3. L'étude, qui est exhaustive, permettra d'examiner les résultats des services donnés à 600 enfants. Un des buts principaux est d'essayer de déterminer les différences qui aident à prévoir si les enfants sont capables de rester dans leur foyer, s'ils doivent être placés temporairement pour retourner au foyer dans moins de trois mois, ou s'il faut envisager un placement de plus longue durée.

4. Ateliers Shulman - Relationships in foster care (les relations dans le placement en famille d'accueil)

   - Les ateliers portent sur les variables à envisager dans le placement des enfants.

   - Les ateliers sont donnés dans le cadre d'une étude de trois ans et demi dirigée par le Dr Lawrence Shulman, de l'École de service social de l'Université de la Colombie-Britannique.

   - Il n'y a pas de frais pour les consommateurs ou les organismes.

   - Sont admis, le personnel du ministère des Ressources humaines, les familles d'accueil, les éducateurs des collèges communautaires et les autres personnes intéressées.

E. "A Pre-work Training Program in Child Welfare" (programme de formation préalable à l'emploi dans les services à l'enfance)

1. Il s'agit d'une recherche menée par la Société d'aide à l'enfance du Grand Toronto et subventionnée dans le cadre du Programme des subventions nationales au bien-être social.

- o L'étude, parrainée par la Société d'aide à l'enfance du Grand Toronto, doit permettre de vérifier le rendement d'un programme de formation préalable à l'emploi d'une durée de six mois, destiné aux nouveaux travailleurs des services d'aide à l'enfance qui manquent d'expérience.

- o Un rapport définitif est en préparation et l'élaboration d'un manuel de formation est amorcée. La directrice du projet est Nancy Falconer.

F. National Foster Care Education Project (E.M.U.)

1. Une subvention de deux ans a été accordée pour mener une opération destinée à réduire le nombre placé d'enfants maltraités. L'Institut pour l'étude des enfants et des familles, en coopération avec la section de service social de l'Université Eastern Michigan, veut mettre au point un cours de 30 heures destiné aux familles d'accueil, intitulé "Fostering Discipline" (la discipline en famille d'accueil), et un cours de 16 heures à l'intention des travailleurs des services de placement en famille d'accueil, intitulé "Prevention of Abuse in Foster Care" (la prévention des mauvais traitements chez les enfants placés en famille d'accueil). Ces cours s'appuieront sur le travail considérable déjà fait à l'Université Eastern Michigan dans le domaine de l'information sur le placement en famille d'accueil. En plus de porter sur les autres moyens de corriger l'enfant que les châtiments corporels, le programme examinera la dynamique de la brutalité sexuelle exercée sur les enfants et des sévices infligés aux adolescents, nouveaux sujets de préoccupation chez les travailleurs des services à l'enfance. Le modèle fournira une variété de situations témoins pour que la formation soit appropriée aux diverses régions géographiques, où les problèmes diffèrent et les systèmes de placement en famille d'accueil varient, en plus de garantir que les cours sont largement diffusés pendant la durée de l'opération. Les cours dans leur forme définitive seront publiés par l'entremise de la Division des publications sur l'enfance et la famille de l'Institut pour l'étude des enfants et des familles (E.M.U.).

PARTIE VII - PROGRAMMES ET INITIATIVES MIS EN OEUVRE PAR LES POPULATIONS AUTOCHTONES

A. Nouvelle publication et données actuelles

1. "Native Children and the Child Welfare System" (les enfants autochtones et le système d'aide à l'enfance).

   - o L'auteur est Patrick Johnson.
   - o La maison d'édition est James Lorimer and Company.
   - o La travail fait partie d'une série de rapports préparés par le Conseil canadien de développement social.
   - o L'auteur, ancien analyste de la politique sociale pour le C.C.D.S., expose les faits et les antécédents relativement à la controverse qui existe au sujet des services sociaux aux enfants autochtones. Il explique les questions de compétence, et il fournit des données actuelles provenant de toutes les provinces et des territoires sur les services assurés aux enfants autochtones dans l'appareil d'aide à l'enfance.

B. Information et échange transculturels

1. Des opérations pilotes en vue de la recherche des familles d'accueil et un programme de contrôle auprès des autochtones sont en cours dans la région de Chilliwack, en Colombie-Britannique. La personne ressource est un autochtone qui assure des services de consultation aux bandes indiennes, pour le compte du ministère fédéral des Affaires indiennes et du Nord et du ministère des Ressources humaines de la province.

   - o Responsable

     Bill Russell, Consultant
     Stollo Tribe, Skawh Indian Band
     C.P. 90
     CHILLIWACK (Colombie-Britannique)
     V2P 6H7 604-792-9204

2. Il y a échange de conseils et de documentation entre certaines associations de familles d'accueil autochtones (indiennes) et des associations locales de familles d'accueil, dans le cas notamment des réserves Hobbema, Gleichen et Blood, en Alberta; de l'association des familles d'accueil de Gitanmax (Hazelton), et de l'association des familles d'accueil autochtones de Victoria (Région 11), en Colombie-Britannique, et de l'association des familles d'accueil indiennes du comté de Kent, au Nouveau-Brunswick.

   o Responsables

      - Les associations provinciales de familles d'accueil.

C. Accords sur l'aide aux enfants indiens (déjà établis ou en négociation) (Voici quelques exemples qui peuvent être intéressants.)

1. Manitoba

   o Accords sur les services à l'enfance et à la famille chez les Dakota-Ojibway (établi en juillet 1981).

   o Accords sur les services à l'enfance et à la famille pour la région du Sud-est (approuvé en avril 1983).

   o Accords sur les services à l'enfance et à la famille pour la région de l'Ouest et Amishinabe, actuellement en préparation sous la direction du bureau régional des Prairies du ministère des Services communautaires et des Services correctionnels.

      - Responsables

Gloria Plesniarski
Coordonnatrice du service de placement d'accueil
Direction des services à l'enfance et la famille
831, avenue Portage, 3e étage
WINNIPEG (Manitoba)
R3G 0N8
204-944-6951

Esther Siedl
Coordonnatrice des ressources aux autochtones
Services à l'enfance et à la famille
831, avenue Portage, 3e étage
WINNIPEG (Manitoba)
R3G 0N8
204-944-6952

2. Saskatchewan

- o Comité de l'aide à l'enfance de Sandy Bay Settlement.
  - Sandy Bay Settlement est un établissement métis situé au nord de Creighton, en Saskatchewan.
- o Responsable

Allan Schachtel
Coordonnateur des services à l'enfance
(Bureau central)
920, rue Broad
REGINA (Saskatchewan)
S4P 3V6
306-565-3497

3. Ontario

- o Dans beaucoup de régions de l'Ontario, des concertations énergiques se poursuivent au sujet des services d'aide à l'enfance pour les réserves et les collectivités indiennes.
  - Région du Nord
    - différentes initiatives sont en cours
  - Région du Sud-est
    - projet de Curve Lake (Peterborough)
    - projet de Saint-Regis (Cornwall)
    - projet de Golden Lake (Pembroke)

- o Responsables

  - Ministère des Services communautaires et sociaux

    Nancy Green
    Coordonnatrice des services aux autochtones
    Section de la planification, de la gestion et de la mise en oeuvre
    Direction générale du soutien des opérations
    700, rue Bay, 9e étage
    TORONTO (Ontario)
    M7A 1H2 416-965-0912

  - Association of Iroquois and allied Indians

    Marina Hill
    Directrice des services sociaux
    CHATHAM (Ontario) 519-681-3551

4. Colombie-Britannique

   - o Conseil de la tribu Muu-Chanulth (région de Port Alberni)

   - o Bande de Spaluumcheen (région d'Enderby)

   - o Bande de Stoney Creek (région de Vanderhoof)

   - o Conseil de la tribu Kootenay (région de Prince Rupert)

   - o Responsable

     George Watts
     Coordonnateur du Regional Forum
     (Aboriginal Council for B.C.)
     788, rue Beaty
     VANCOUVER (Colombie-Britannique) 604-682-7311

5. Territoires du Nord-Ouest

   - o Services sociaux de Frobisher Bay

   - o Responsable

     Geela Giroux
     Directrice des services sociaux
     de la ville de Frobisher Bay
     FROBISHER BAY (Territoires du Nord-Ouest)

     819-979-5348

6. Territoire du Yukon

- Le Conseil des Indiens du Yukon et l'Association des femmes indiennes du Yukon travaillent actuellement à la préparation d'une loi sur l'aide aux enfants indiens, et s'apprêtent à formuler des recommandations au gouvernement territorial au sujet des révisions à apporter à la Loi sur les services sociaux à l'enfance.

- Responsables

Louise Profeit-Leblanc
Agent de liaison pour la
Division de la santé et du
développement social
Conseil des Indiens du Yukon
22, Nisutlin Drive
WHITEHORSE (Yukon)
Y1A 3S5 403-667-7634

Marianne Sheldon
Présidente de l'Association des
femmes indiennes du Yukon
Centre pour les Indiens
Conseil des Indiens du Yukon
22, Nisutlin Drive
WHITEHORSE (Yukon)
Y1A 3S5 403-667-7634

7. Nouvelle-Écosse

- Au cours de sa dernière assemblée générale annuelle, l'Union des Indiens de la Nouvelle-Écosse a adopté une résolution qui permettra d'explorer la possibilité de rendre officiels les accords qui existent entre les services provinciaux et les services fédéraux, et de créer en bonne et due forme des comités d'aide à l'enfance dans douze réserves indiennes. La nécessité de prévoir une formation spécialisée pour les travailleurs des services aux enfants indiens doit être examinée dans le cadre d'organismes comme l'Institut de formation des Micmacs et l'École de service social des Maritimes (Université Dalhousie).

D. Programmes d'information des autochtones (Service social)

1. Développement du personnel

- o Un programme de formation des adultes établi par l'intermédiaire de la Direction générale du développement du personnel (ministère du Travail et de la Main-d'oeuvre), offre aux gens des occasions de recevoir une préparation en cours d'emploi et en classe combinée dans une variété de domaines des services sociaux, de la gestion et des services techniques.

- o Certains organismes, notamment les ministères, les organismes privés et les sociétés commerciales, passent avec la Direction générale des marchés qui leur permettent de prendre part au processus de sélection des stagiaires et d'accepter de les embaucher une fois qu'ils ont terminé avec succès le programme de formation (attestation).

  - Le stagiaire reçoit une allocation de formation pendant la durée du cours et une allocation de subsistance s'il doit vivre en dehors de chez lui; les allocations sont versées par la Direction générale du développement du personnel.

  - Renseignements

    Direction générale du développement
    du personnel
    500-213, avenue Notre-Dame
    WINNIPEG (Manitoba)
    R3B 1N3

    204-944-2823
    (944-4732)

2. Programme de service social pour les autochtones

- o Il s'agit d'un cours de deux ans préparant à un certificat en service social, donné par l'intermédiaire du Collège communautaire Grant McEwan d'Edmonton, en Alberta, du Collège de Red River, au Manitoba, et du Collège Capilano de Vancouver, en Colombie-Britannique.

E. Ressources pour les autochtones

1. Bibliothèque (People's Library)

- Centre d'information culturelle des Indiens du Manitoba

  . Le Centre est situé au

    119, avenue Sutherland
    WINNIPEG (Manitoba)
    R2W 3C9 204-942-0228

- Le Centre a deux buts:

  . être un lieu d'échange culturel pour les Indiens du Manitoba et aider les bandes, les écoles des réserves et les organismes indiens qu'intéressent la culture, la langue, l'histoire et l'art indiens;

  . mettre au point des programmes de cours et du matériel audio-visuel qui pourront servir dans les écoles du Manitoba.

- Le Centre a trois caractéristiques:

  . il est une bibliothèque de référence spéciale sur les indiens de l'Amérique du Nord;

  . il offre des services de production (graphiques, diaporamas sonores);

  . il assure un programme communautaire direct aux écoles.

PARTIE VIII - RÉALISATIONS EN COURS DANS LE DOMAINE DES PROGRAMMES DE SERVICE AUX FAMILLES D'ACCUEIL

Québec - Le CEGEP de Victoriaville travaille actuellement à la préparation d'un programme de cours sur le placement en famille d'accueil; le programme comprendra un ensemble de modules dont deux sont terminés et ont pu être donné en mars 1982. Les autres modules doivent traiter des points suivants:

- La psycho-sociologie de la famille.
- Les facteurs d'adoption et d'intégration à la famille.
- L'alimentation et la nutrition.
- Animateur et activités développementales.
- Sexualité et drogues.
- La déliquence: tout un défi.
- La déficience et l'autonomie.

Ontario - Une recherche portant sur les usages et les structures dans le domaine du placement en famille d'accueil en Ontario est en cours depuis deux ans et le rapport définitif, qui constituera un guide de mise en oeuvre, doit être publié bientôt. Les résultats de l'étude devraient aider les organismes à déterminer le meilleur moyen de structurer, de gérer et d'assurer les services de placement en famille d'accueil pour arriver à de bons résultats pour ceux qui sont concernés. Les conclusions de la recherche viendront s'ajouter aux normes et directives relatives au placement en famille d'accueil qui ont été proposées.

Manitoba - Les responsables préparent du matériel documentaire sur les carences maternelles, l'incapacité de profiter, le syndrome d'alcoolisme foetal et les mauvais traitements exercés sur les enfants, dans le cadre du placement en famille d'accueil, de même que du matériel audio-visuel pour renseigner le grand public. On tiendra compte étroitement des éléments qui intéressent les populations autochtones dans la mise au point de ce matériel et dans la définition des directives sur le placement d'enfants destinées aux organismes d'aide à l'enfance et aux bureaux régionaux en cause (conseils et mises en garde au moment d'un premier placement).

Alberta - Un comité directeur mixte, constitué de représentants du ministère des Services sociaux et de la Santé communautaire de la province (division du développement du personnel et du programme des services à l'enfance), de l'Université de l'Alberta et du Collège Grant McEwan, travaille à la préparation d'un cours de quatre jours pour les travailleurs des services de placement en famille d'accueil et des services d'adoption. Le cours portera sur la dynamique familiale, sur les familles en tant que systèmes auxiliaires, sur les techniques d'entrevue pour les adultes et les enfants, sur l'approche écologique pour évaluer les familles, et sur la dynamique pratique à mettre en oeuvre quand il faut refuser les candidats.

Colombie-Britannique - Dans le cadre d'un contrat passé avec le Collège communautaire Douglas, les responsables travaillent à l'unification et à l'achèvement d'un manuel uniforme pour l'initiation des nouvelles familles d'accueil. Le profil des aptitudes nécessaires pour assumer les rôles professionnels dans le placement en famille d'accueil constituera le quatrième d'un ensemble de profils préparés à l'intention des familles d'accueil, des travailleurs des services de placement en famille d'accueil et des travailleurs des services d'aide à la famille.

Nouvelle-Écosse - Le ministère des Services sociaux songe à préparer une série de films sur les services à l'enfance (placement en famille d'accueil compris) dans le cadre d'un contrat passé avec un réalisateur indépendant.

Île-du-Prince-Édouard - Le coordonnateur des services aux enfants placés et l'agent du perfectionnement du personnel, au ministère de la Santé et des Services sociaux, achèvent actuellement la préparation d'un manuel de formation du moniteur. Les modules en quatre parties portent sur les principes d'enseignement pour adultes, sur les ingrédients qui contribueraient à créer chez les familles d'accueil un état d'apprentissage positif, sur la préparation des participants, et sur l'usage du schéma pour atteindre les buts de la formation.

Saskatchewan - Les responsables provinciaux espèrent établir des comités mixtes, sur le plan provincial et sur le plan régional, qui regrouperaient les représentants des associations de familles d'accueil et des membres du personnel du ministère des Services sociaux (dont ceux de la Direction générale de la formation) et qui seraient chargés de mettre au point un système normalisé pour dispenser les programmes éducatifs. Un cours de base comprenant cinq séances est préconisé. On étudie la possibilité de prévoir des stimulants financiers qui rattacheraient la rémunération au fait d'avoir suivi les cinq modules au complet.

- Autres formules de services pour les adolescents - La Société d'aide à l'enfance du comté de Colchester (Halifax, Nouvelle-Écosse) et le ministère des Services sociaux du Nouveau-Brunswick explorent simultanément la possibilité d'adapter (ou de combiner) le programme des thérapeutes parentaux de l'Alberta et le programme des thérapeutes parentaux de l'Hôpital Chedoke McMaster en Ontario.

- Un village pour enfants doit être inauguré en mai 1983 à Margaretville en Nouvelle-Écosse. Le ministère des Services sociaux s'est engagé à donner des services de consultation et à collaborer pour la mise en oeuvre du modèle européen - ce projet est en cours depuis 1980. Les responsables du Village ont récemment fait de la publicité dans l'Est du Canada, à la recherche de "mères" qui seraient embauchées dans le cadre du programme. Ces mères recevraient une formation dispensée par l'entremise du cours sur le développement de l'enfant donné au Teachers College de Truro.

- Le programme des conseillers parentaux de l'Alberta est actuellement en révision dans le but de le faire correspondre aux programmes généraux de placement en famille d'accueil et de l'axer sur les besoins des jeunes enfants.

- Le modèle de "grappes" de familles d'accueil mis en oeuvre par le centre de services à la famille et à l'enfance du comté d'Oxford, en Ontario, est actuellement à l'étude pour Owen Sound, Chatham, le Grand Toronto et le comté de Grey, dans la même province. On envisage la possibilité d'établir aussi des groupes en grappes ou des systèmes satellites à l'Île-du-Prince-Édouard.

- Même si le programme des thérapeutes parentaux de l'Hôpital Chedoke McMaster, instauré par le Centre de l'enfant et de la famille de l'hôpital, à Hamilton (Ontario), s'est terminé à l'été 1981, les responsables mènent actuellement une opération de contrôle de dix ans sur les enfants placés en vertu du programme.

- L'Association pour les déficients mentaux d'Oshawa et du district (Ontario) assure maintenant un programme de soins résidentiels. La famille adjointe, qui est rémunérée, est tenue de travailler étroitement avec la famille naturelle et le personnel de l'organisme. Le groupe client est constitué d'enfants âgés entre six et dix ans qui ont de graves difficultés de comportement, physique ou médical. Le but du programme est d'assurer à l'enfant un placement de longue durée dans un milieu résidentiel offrant un cadre familial où les programmes d'acquisition des compétences et de contrôle du comportement peuvent être axés sur les besoins même de celui-ci, tout en le gardant dans sa collectivité et en contact fréquent avec la famille naturelle.

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